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ABSTRACT

Improving the reponsiveness of community colleges to the needs of non-traditional students is the topic of 14 essays, grouped into sections focusing on older adults, the handicapped, and women. David Demko describes a program designed to integrate older adults into a community college's service population. Jared Sharon provides guidelines for instituting an emeritus college. James Bellis and Lawrence Poole describe the development and operation of a multi-disciplinary center for gerontology. The use of a consortium approach to delivering educational opportunities to senior adults is discussed by Josephine Knight. A section on community college education for the handicapped begins with Barbara Reid's outline of the steps involved in implementing a comprehensive program. Costas Soukouvalas and Melvin Gay consider the provision of services to the hearing-impaired. Grace Hodgson describes the role of paraprofessionals in working with handicapped individuals. Virginia Lockhart, Alison Caughman, Shirley Woodie and Mary Bauer, Anne Stewart, Maxwell King and Muriel Elledge-Heimer, and Patricia Walsh contribute articles to the section on programs designed for women. Issues under consideration include: reentry education, non-traditional careers, special needs of rural women, equity, innovative delivery systems, and directions for the future. An ERIC review of sources and information concludes the monograph. (DR)

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NEW DIRECTIONS FOR COMMUNITY COLLEGES

Serving New Populations

Number 27, 1979

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NEW DIRECTIONS FOR COMMUNITY COLLEGES

A Quarterly Sourcebook
Arthur M. Cohen, Editor-in-Chief
Florence B. Brawer, Associate Editor
Sponsored by the ERIC Clearinghouse for Junior Colleges

Number 27, 1979

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Serving New Populations

Patricia Ann Walsh
Guest Editor

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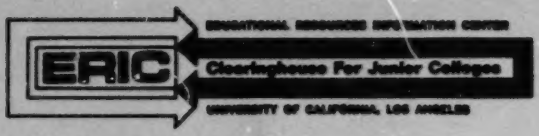

SERVING NEW POPULATIONS
New Directions for Community Colleges
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Patricia Ann Walsh, Guest Editor

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Correspondence:
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Editor's Notes

During the past decade more and more national attention has been focused on certain "special populations"—aging or older adults, the handicapped, and women. The impetus has come for the most part from activists within these groups. The 1960s and 1970s, from a historian's perspective, could be described as the "awareness decades." The nation's consciousness has been raised to new levels of understanding of and appreciation for the special and sometimes unique needs of these special populations in our midst.

As a result of this new awareness, educational systems across the nation have been reviewing and evaluating their existing programs, activities, and services to determine how responsive they are to the needs of the special populations.

This responsiveness on the part of community colleges to the needs of aging or older adults, the handicapped, and women is the topic of this volume of *New Directions for Community Colleges*. Since each of these special populations constitutes a sizable and growing student body, with distinctive problems and needs, each group is discussed separately. We have attmpted to provide not only a basic understanding of the scope and complexity of the educational needs, each group is discussed separately. We have attempted to provide not only a basic understanding of the scope and complexity of the educational and services presently being offered. We have not tried to cover the entire field; the needs and relevant programs are far too numerous. We have concentrated on exemplary programs, those which represent a new departure in community college responsiveness to new and continuing trends, and we have tried to convey in as concrete a fashion as possible what other community colleges can do to facilitate the development and implementation of similar programs.

All my colleagues whose chapters appear here are recognized as innovators and leaders in their respective fields. Their experience and insight should be most helpful to other practitioners who wish to encourage their institutions to develop a higher level of responsiveness and educational effectiveness.

The first section is devoted to the older adult population. In the opening chapter, David Demko describes a program designed primarily as a strategy of access to integrate older adults into the service population. Jared Sharon provides a concise and comprehensive guide for anyone instituting an emeritus college. In describing the development and operation of a multidisciplinary center of gerontology, James Bellis and Lawrence Poole demonstrate what can be accomplished when an institute gives high priority to the needs of the older adult. The use of the consortium approach for delivering educational opportunities to senior adults is discussed by Josephine Knight in the last chapter of this section.

We then turn our attention to the handicapped. Barbara Reid provides a brief overview of the topic, a detailed description of the necessary steps in

developing and implementing a comprehensive program, and a discussion of an exemplary program. Writing from grassroots experience, Melvin Gay and Costas Boukouvalos discuss how to provide meaningful and comprehensive educational services to the hearing-impaired. The concluding chapter of this section, by Grace Hodgson, describes the role and training of paraprofessionals for work with handicapped individuals.

The last section is devoted to a discussion of exemplary programs designed for women. The first chapter, by Virginia Lockhart, provides a comprehensive overview of reentry education and describes the model program she initiated for adult women of limited educational backgrounds. Alison Caughman describes two programs designed to provide females with the necessary skills to enable them to pursue nontraditional careers in the engineering and industrial technology fields. A program designed to be responsive to the needs of rural women, which also demonstrates the importance and effectiveness of a college-community partnership, is provided by Shirley Woodie and Mary Bauer. In addition to describing a developmental model for a comprehensive and decentralized women's program, Anne Stewart discusses the advantages and disadvantages of each approach and some do's and don't's relevant to the administration of such a program. Maxwell King and Kay Elledge-Heimer provide good documentation of an innovative delivery system and program structure that has assisted women who had been out of the mainstream of life to identify and clarify their goals for further training or for entering the work force.

In my chapter, I then pull together the various threads that relate to the responsiveness of community colleges to these "special populations" and attempt to look at the implications for the future. In the concluding chapter, Roseann Cacciola contributes an annotated bibliography.

It is hoped that this volume will encourage community college instructors, counselors, administrators, and trustees to review and reevaluate their curriculums and programs in the light of the information presented, to formulate plans to implement needed changes, and, where appropriate, to replicate successful programs.

I deeply appreciate the help given me by a number of individuals in the development and preparation of this volume. Sincere thanks are extended to those who assisted in the initial stages by identifying exemplary programs, especially Mildred Bulpitt, president of the American Association of Women in Community and Junior Colleges, (AAWCJC); N. Carol Eliason, project director of the Center for Women's Opportunities, American Association of Community and Junior Colleges, (AACJC); Kitty Hunter, Florida Department of Higher Education; Leslie Myles-Sanders, director of research and development, Delta College; and Donna Shalvik, assistant director of the Office of Women in Higher Education, American Council on Education. I also want to give special recognition and thanks to the directors of all the programs for their interest and cooperation.

A special salute is due to the members of the Select Committee on Special Student Populations in Community/Junior Colleges: Jeanne B. Aronson, Older Americans project director, AACJC; Mildred Bulpitt, president,

AAWCJC; and N. Carol Elisson, project director, Center for Women's Opportunities, AACJC; and the editor, Sandra W. Sharron, Secretarial assistance was generously volunteered by Dorothy Coyle.

Patricia Ann Walsh
Guest Editor

Patricia Ann Walsh is the immediate past president of the National Council for Resource Development, an affiliate council of American Association of Community and Junior Colleges.

Organizing a program to serve older adults can be done through procedures that involve many college groups.

Developing an Older Population Program

David Demko

Delta College serves a tri-county district in east central Michigan. Of the 400,00 people living in the district, 44,022 are aged sixty years and older; 8,222 of this older population live below the poverty level.

Increasing awareness of the "graying" of the district population, as well as the national trends, impressed on the college the need to examine to what extent the older population was being served by the college. Like similar institutions, Delta had had a history of an occasional special event for senior citizens and several short-term conferences for practitioners in the field of aging. However, there had been no overall plan for serving the older population other than providing those services which were routinely requested by community groups.

First, the institution examined its enrollment records to assess the extent to which persons sixty and older had attended Delta College classes. Only a handful of older students were identified in 1974. We were unable to determine the extent of utilization for noncredit services such as athletic events, conferences, and the like, because data pertaining to the age of participants were simply not available. In early 1975, the college decided to collect additional data on the existing services that were most appealing to older adults, as well as solicit suggestions for additional services desired by this age group. A random sample of older residents was surveyed by questionnaire. Older respondents generally reported that they were not interested in college services, or simply wanted to be left alone, or both. Two opposing conclusions could have been drawn from the data. On the one hand, it was possible that

the older population truly desired to be excluded from college services. On the other hand, it was possible that, having little or no experience with higher education, they were operating on the assumption that school is only for young people preparing for a career. The institution decided to proceed on the assumption that the older population was not familiar with the community college concept.

In the spring of 1975 an attempt was made to provide the older population with the community college experiences. The community affairs division, as the developmental wedge of the college, took on the responsibility of planning a series of sampler courses to be offered to older adults. Two-hour minicourses (short versions of existing courses) were scheduled in senior citizen facilities throughout the district. For example, Watercolor and Wood-working were offered in nursing homes; Self-defense and Yoga were offered in senior citizen high-rise buildings; Wills and Estate Planning, Law and the Layman, and Physical Changes in Aging were offered at senior centers, nutrition sites, township halls, and churches where older people congregated. The sampler courses were discussed with community agency staff before scheduling, no registration was required ("if you're interested, just come"), no fee was charged for the classes, and funds for the instructional staff were procured from a special grant awarded internally by the college for innovative programs such as this. Twenty-five of the minicourses were offered throughout the community in the spring of 1975. Over 400 older people aged between sixty and ninety-three attended the courses. Photos were taken of the participants engaged in classroom activities, and a slide presentation was developed along with a final report on the sampler program. The final report was presented at a subsequent meeting of the college board of trustees with the recommendation that the college develop a tuition-waiver policy for older adults within the college district.

In the fall of 1975, the Delta College board of trustees established a tuition policy stating that residents of the college district who are sixty years of age or older may enroll it up to six credit hours of college courses of their choice each semester on a tuition-free basis. The board then established a tuition grant fund, which pays the tuition of qualifying individuals. Each year, funds from the general fund of the college are placed in the tuition grant fund. The amount of funds is determined on the basis of the projected headcount and credit production for the older population. Once the policy was implemented, 518 older students enrolled in both on- and off-campus courses during the 1975–76 term. Nine hundred and forty-two older students enrolled during the 1976–77 term and 1,412 enrolled during the 1977–78 term. Course choice for this age group is diverse, ranging from professional skills update and second career to specific interest and recreation. The general tendency of older students has been to enroll in one course per semester.

Role of the Coordinator

A position of coordinator of Older Population programs was established and staffed in the Fall of 1975 with the support of a federal grant under

Title III of the Higher Education Act, entitled Advanced Institutional Development Program. The role of the coordinator includes three areas of responsibility: to increase the accessibility of existing college services to the older population, to identify needs and develop additional services as needed, and to assist in the provision of manpower training in aging. Accountability for service to the older population is based on headcount and credit production, which are projected each year by the coordinator in consultation with key administrators. The coordinator functions as an internal consultant, providing stimulus and support for the efforts to enhance college services to older adults and practitioners in the field of aging. For example, in the area of student affairs the coordinator streamlines admission and registration procedures for returning adults. In the area of academic affairs the coordinator develops courses in gerontology and recruits gerontology instructors. In community affairs new courses, such as preretirement planning seminars, are designed to meet the special needs of older adults.

Essence of the Program

Delta's plan for providing services to the older population is twofold. First, we recognize the great diversity of the older population and account for its individual differences by developing a strategy of access to existing college services for its members. For instance, any barriers to existing college services are removed so that senior citizens can have easier access to the services of their choice. Common barriers for older adults are financial (fixed income), geographical (lack of transportation), psychological (education is for kids), and social (negative stereotypes of the aged). Therefore the college waives tuition for older students, conducts courses in neighborhood senior centers, provides sampler courses, and promotes community awareness of the potential of the older adult by offering a variety of workshops, conferences, and trainings. Second, Delta recognizes shared circumstances among groups of the elderly (such as fixed income, retirement, and widowhood) and develops special services to meet these group needs. For example, preretirement planning seminars are conducted to assist couples in preparing for the challenges of later adulthood. Therefore the older population program employs both a strategy of access to existing services and the development of specialized services in order to meet the individual and group needs of the elderly.

Specific Programs

Over the past four years the older population program has developed a threefold focus: gerontological service, training, and development.

The courses that are developed specifically to meet the group needs of the older population are basically sixteen instructional hours long (two hours a week for eight weeks) and include preretirement planning seminars, retirement living, older driver refresher courses, senior survival skills, dealing with an aging parent, philosophies for the later years, and interpersonal communication through reminiscing. Other courses offered in the liberal arts and

humanities are also popular. Each year, fifty such classes are scheduled into eighteen senior citizen neighborhood facilities. These courses and locations are in addition to the regular off-campus centers and offerings, which older people can also attend on a tuition-free basis. Our institution has found that those older students attending classes in senior citizen centers are quite different from those who attend regular college offerings with the student body.

The college also offers several special events in order to promote the positive image of older people.

1. Each spring in the month of May, which is National Older Americans Month, the college cosponsors a senior citizen fair in cooperation with the three county offices on aging and local chapters of the American Association of Retired Persons (AARP). The day-long program, held on-campus, begins with a senior citizen talent show followed by forty-five craft displays, luncheon, and presentation of the senior citizen of the year award, presentation of the youth service to the aging award, and square dancing in the afternoon. The program is billed as an entertaining display of senior citizen talent and all ages are welcome. A registration fee is charged to cover expenses, and lunch is paid for by individual registration.

2. Each fall the college cosponsors a formal dance for older people in cooperation with the local AARP. The dance features a retired musicians' orchestra, who play big band swing music. The dance is billed as a "Real Senior Prom."

3. In cooperation with radio station WUGN in Midland, Michigan, the college provides a monthly twelve-minute broadcast especially for the older population. Older students and community people are often featured guests.

4. Those college students who are unable to obtain a dormitory room on-campus are sometimes matched up with senior citizens who desire live-in companionship. Room and board costs for the student are negotiated with the older person. Often chore services are provided by the student in exhcange for living quarters.

5. Community forums are also offered once or twice annually in order to promote the needs of the elderly. Past forums include Learning is Ageless, Ministry and Aging, and Drug Abuse and Aging. Local agency staff and community leaders are used to staff the forums, which are usually keynoted by an expert from a relevant state office. For the most part, presenters tend not to charge for their services.

6. Once each year, in each of the three counties, a retiree information day is scheduled off-campus in a community facility. All relevant agencies organizations, and associations, such as AARP, Councils on Aging, and Social Security are invited to staff a booth between 10:00 a.m. and 2:00 p.m. on the scheduled day. Literature is handed out to retirees, and agency staff are available to answer questions. The program is billed as an event that provides information on services, programs, and opportunities available to retirees. Preretirees, retirees, and interested individuals are all welcome. Expenses include publicity flyers and some postage. Coffee and room space are generally donated.

Training and staff development are recognized as other important features of serving older people. Service providers are trained in gerontology so that existing community resources can become more responsive to the special needs of the aged. The college first began this activity by providing gerontology lectures in existing college classes and by providing presentations at regular staff meetings of Councils on Aging, Mental Health Agencies, Family Service Agencies, and so on. Word got around, and soon requests for more extensive workshops came from professional and community groups such as radiologic technicians, nursing home administrators, area agencies, and the like. These trainings included such themes as You and the Aged Patient, Communication and Aging, and The Psychology of Aging. Once a regular pattern of training began to be routinely requested, the college developed the most popular requests into academic courses in gerontology. Seven three-credit-hour courses in gerontology are currently offered by the college, six additional are pending, and a plan for developing an academic discipline in gerontology is currently under way. Examples of Delta's courses include Foundations of Gerontology, Psychology of Aging, Literature of the Aged, and Communication and Aging. These courses are instructed by Delta faculty and area professionals who have received training in gerontology. The training was offered on the college campus by the University of Michigan School of Education under a grant from the State Office of Education, Title I Program.

Delta's Older Population program is diverse because our client groups are diverse. For example, some older people desire to attend only courses offered in their senior center, others choose to enroll only in on-campus courses with the regular student body, and others desire to attend only the special event programs. Certain groups of practitioners choose to participate only in the community forums, while others desire gerontology courses offered for academic credit. State and local offices and professional groups request continuing education workshops designed specifically for their staff or membership, corporations and unions especially request preretirement planning seminars, and there are many more client groups whom we have not yet discovered. The success of the Delta program is attributed directly to the fact that innovation is not merely accepted but expected. The coordinator's position is not buried under layers of bureaucracy but has access to all key administrative staff. Program goals are kept broad in order to allow for the flexibility needed to respond to both anticipated and unanticipated needs.

Setting the Stage

Several steps in our planning process were particularly helpful and may be viewed as guidelines:

1. Develop a map of the college district and log all cities and townships.
2. Using the most current census data, log the total number of older persons in each city and township.
3. Add the off-campus centers that your institution operates throughout the district. This will readily identify any geographical areas

with high elderly concentration that are not a part of the college delivery system.

4. Contact the local Area Agency on Aging. Ask for a list of the agencies serving older people in your district. Visit these agencies and ask for hand-out materials that identify their services and neighborhood senior centers. Add these locations to your map.
5. You should now have a fairly accurate picture of the older population, the network of services available to them, and how well your institution fits into the picture.
6. Subscribe to the local senior citizen newspaper and newsletters, which can be routinely scanned in order to keep current on matters related to your local aging network. Publicize your programs in these sources as well as in traditional avenues such as brochures, radio, and newspapers.

Evaluating Institutional Readiness

There are internal and external considerations for a developing institution. Internally, it is necessary to know the level of commitment to the older population that the institution is able to undertake. Delta College surveyed its faculty and staff and included the following introductory comments. "The overall objective of the Older Population program is to increase the availability of college services to preretirees and retirees. In order to accomplish this objective it is important to identify Delta faculty and staff who have an interest in the field of aging." Faculty and staff responded by checking the following statements that applied to them:

_____ I have in the past *or* am currently working on activities that involve older adults (sixty years of age or older).
_____ I have in the past *or* am currently working on activities that relate to the field of aging.
_____ I am interested in ways of relating what I do to older adults or the field of aging in general.

Space for the name and position of each respondent was also provided. Such surveys should be brief enough to ensure return. Additional information can be gathered during a follow-up contact.

External considerations require interfacing with community service providers. A group meeting on campus between college staff and community practitioners is a logical step. However, before Delta's group meeting the coordinator of the Older Population program met individually the directors of the county offices on aging, senior center directors, leaders of senior citizen clubs and groups such as AARP, and senior citizens. Fifty-four such meetings were accomplished during the first semester of the program. The objectives of each meeting were to explain the services offered by the college to all age groups, emphasize Delta's interest in gearing these services to older people, and request feedback on how the college might serve older people. The feedback of

these meetings produced agenda items for a group meeting of practitioners, senior citizens, and Delta staff on the college campus during the following school term

Summary

The key to successful progamming for the older population is diversity:

1. Develop easier access to existing college services so that older people can attend along with the existing student body if they so choose.
2. Recognize the many subgroups of the older population, such as pre-retirees, retirees, and the institutionalized. Each subgroup has needs that are distinctly different.
3. Market specialized programs to appropriate groups of older people by knowing the network of older people in the college district, with its diverse information and delivery systems.

David Demko is the coordinator for the Older Population program, Delta College, University Center, Michigan.

How to set up a college-within-a-college designed for and directed by older adults.

Emeritus College: Learning from Here to Eternity

Jared B. Sharon

In the first Emeritus College schedule of classes, director Bernard Carp defined our program's purpose:

> Emeritus College is a unique concept in continuing education designed to serve the needs of men and women who are now in, or preparing for, retirement. It is dedicated to the principle of lifelong learning, seeking continued personal growth through creative use of leisure time in a stimulating intellectual and socially congenial atmosphere.

Initial Phases

To establish Emeritus College, we determined need, obtained funds, hired specialized staff, and involved the community through creating an older adult student government for our inner college. Unique to our project is the active role of our highly structured student government in every phase of the program's implementation.

Determine Need. In 1973, Marin County was ready for Emeritus College. Sixteen percent of its 220,000 citizens were over sixty-five, 36 percent higher than the national average. A picturesque suburb of San Francisco, Marin attracted relatively affluent, well-educated, healthy retirees. A severe decline in the birth rate and the real estate available to young families also con-

tributed to the steady increase in the percentage of older adults in the county. But in spite of its fifty-year existence, College of Marin could claim only eighty-three students above the age of fifty-five in a total enrollment of over 7,100.

We were attempting to help older adults learn to live on a fixed income, secure housing and medical care, adjust to the loss of a loved one, seek companionship, and perhaps realize long-held dreams such as writing a book or obtaining a degree.

In a time of declining college enrollment and taxpayer revolts, we were seeking to attract large numbers of new older students and utilize their skills at the college and in the community.

Obtain Funds. Initially funded under the Higher Education Act. Title I, our $41,000 program is presently supported 58 percent by local taxes and 42 percent by fees averaging $15 per course. Taxes pay for operation; fees offset the costs of instruction. In our third year, we received Title I funds to assist in the replication of our project at such colleges as Santa Monica, Los Angeles Valley, Moorpark, Hartnell, and Mendocino. Emeritus College of Marin was cited as one of three national models in a National Institute of Education a (NIE) study that year (Glickman and others, 1975, p. 14).

Hire Specialized Staff. With the participation of other county agencies who serve older adults, we hired a retired social worker, experienced in adult education. He had been the director of the Providence, Rhode Island, Jewish Community Center for fifteen years and had lived in Marin two years. His duties were to plan, direct, and supervise the program and maintain liaison with the Area Agency on Aging, senior citizen coordinating council, eighteen geriatrics agencies, and the county board of supervisors. A warm, energetic indivicual, Dr. Carp was able to encourage many talented older adults to participate in planning committees and to organize the first Emeritus convocation, attended by 600 older adults. Emeritus College grew from eighty-nine to 4,000 gold card holders in just one year.

Subsequently, we hired a half-time curriculum coordinator responsible for devising, scheduling, and evaluating new courses. A half-time secretary was hired to supervise a corps of ten office volunteers.

Involve the Community Through Student Government. Uniquely, College of Marin has chosen to obtain its on-going community imput from representative older adults elected by mail ballot of the 4,000 recipients of the Emeritus College newsletter. The qualifications and interest of the candidates are clearly summarized; in addition, the candidates are introduced to well-attended Emeritus convocations.

As many as 600 older adults regularly attend "junior proms," annual membership meetings, monthly forums, and guest performers, and listen to speakers such as Malvina Reynolds (now deceased) and gray panther leader Maggie Kuhn.

The Associated Students of Emeritus College (ASEC) has its own by-laws, though it is considerd a part of the Associated Students College of Marin and is subject to the same general regulation by the administration and the board of trustees. The treasurer of ASEC is responsible of a $5,000 budget

(derived from the fee for EC's gold card), which is used to support the cost of social events, ASEC publications, in-service appreciation receptions for faculty, and scholarships for needy students. A president, vice president, and secretary preside over a twenty-one member council of elected representatives. Five clubs (including bridge, travel, and great books) have been chartered by the council.

Thirteen standing committees report to the council, the most active being curriculum, hospitality, volunteers, space and facilities, and finance. The committees have attracted distinguished members, including a former principal, college president, community college chancellor, school district superintendent, school board member, and national director of public relations for CBS. The former chancellor was an author of the California Community College Construction Act of 1967. ASEC's elected officers have included lawyers, accountants, and doctors. At various times representatives of the AARP and retired union leaders have been council members.

Curriculum: Content and Planning

In College of Marin's total quarterly program 20 percent of the students are adults fifty-five and older. In addition to being eligible to enroll in any college credit or noncredit class, older adults may enroll in one or more of forty classes per quarter specifically designed for Emeritus College.

To be attractive, an Emeritus curriculum must be diverse. Excellent curriculum source books include those by Korim and Maust, Weinstock, the Academy for Educational Development, and Scanlon. Generally, courses fall into four categories: coping, expressing, contributing, and "other." At Emeritus College of Marin, we have offered virtually every course in the "coping" category listed in *Never Too Old to Learn*. Our enrollment data confirm Carleson's study at Bakersfield that contrary to the speculation of theoreticians, older adults are not too interested in "coping" classes. Expression classes, on the other hand, are popular such as "Ikebana: Self-Expression Through Flowers." Classes that cut across categories have been very well attended. One example is "Perspectives," a course in which comparative religious philosophies on such topics as death and dying are discussed each quarter by a different guest lecturer. Creative writing classes, such as "Autobiography: Writing the Book of Your Life," are used both as a means for counseling and to stimulate an anthology. Several selections from students in these classes have been published. The best attended category of classes has proven to be "other" exemplified by such diverse offerings as Hatha Yoga for Older Adults, Greek and Balkan Dancing, America at the Crossroads (current events), and Mayan History.

Perhaps more important than the content of the courses is the process by which they are initially selected. Emeritus College of Marin uses its twenty member curriculum committee to initiate, review, and select course proposals, interview and assist in the evaluation of instructors, and set a formula for equitable course fees.

Forty percent of the Emeritus College faculty are themselves older

adults, generally with advanced degrees in the subjects they teach. A special series of classes, "Potpourri," is taught by older adults who may not have formal education but have years of practical experience or avocational interest in a given subject. Potpourri topics have ranged from oriental rugs to modern sculpture. Rather than lecturing didactically, instructors are encouraged to elicit the experience of class members in discussions and allow them to choose class goals and experiences. We hold quarterly faculty meetings in a social setting so that faculty can share common problems and make plans for the coming quarter. Instructors are evaluated by a student questionnaire and class visits by the curriculum coordinator and members of the curriculum committee.

Making the Program Accessible

Several factors enabled us to reach our intended audience.

Scheduling. We found classses four to six weeks in length, offered on late weekday afternoons, to be the best attended and to permit convenient parking on campus.

Satellite Centers. In order to overcome the lack of transportation as an obstacle to participation, Emeritus College offers classes in nine satellite centers: convalescent homes, synagogues, La Familia de Marin (English as a Second Language courses for the Raza community), public housing projects, and even a convent. Our Chorus Emeritus gives regular concerts at these centers.

Facilities. College of Marin is in the process of removing all architectural barriers on campus and making provision for elevators, wheel chair ramps, and suitably widened doorways. We are constantly attempting to improve signs, graphics, lighting on campus and in classrooms, acoustics, ventilation, and temperature control. A warmly decorated temporary bungalow will be remodeled and assigned exclusively to Emeritus this year to provide private offices for project staff, work room and conference space, and privacy for individual counseling and referral of prospective voluneers and students.

Registration and Counseling. About 70 percent of our registration is done conveniently by mail. There are rarely long lines for in-person registration. A special Emeritus registration committee of volunteers is on hand throughout registration to greet older adults as they enter the registration area and personally assist them in enrolling. Recently, enforced early retirements in a prolonged period of unemployment and inflation have caused programs such as Emeritus to begin second career counseling. With CETA and Title I, Higher Education Act funding, College of Martin has begun a Career II program that last year provided counseling, tutoring, jobs skills training, and placement service for over 1,000 unemployed adults forty-four and older. Over 350 attended workshops on such topics as job opportunities in specific fields, developing job searching techniques, presentation of self, and how to take civil service examinations.

Promotion and Communication. Emeritus is included in the Marin Community District's quarterly schedule of noncredit courses (circulation

107,000). Courses and activities are also announced and student feedback on specific issues is elicited by a monthly newsletter (circulation 4,000). A limited number of paid newspaper ads are placed quarterly. Through Emeritus contacts, the college has obtained free billboard space in a prominent location along U.S. 101, the county's most heavily traveled route. At the start of the program, we received extensive media coverage: newspaper, television news, special programs on aging, and radio talk shows. An Emeritus telephone committee personally contacts all gold card holders for regular mass meetings. Often meeting notices ask specific questions so that those who attend come prepared with their ideas and requests. Good communication is two-way communication.

Other Interaction with the Community

Emeritus College of Marin has interacted in the following exemplary ways. Under a Title IVA Older Americans Act grant, its director organized a training program for 120 volunteers who have since gone on to staff various community agencies. With a Title V Older Americans Act grant, a temporary bungalow on campus is being remodeled as a multipurpose center for older adults that includes space for a community meeting room and vocational and geriatrics library. While the college has no two-year geriatrics programs like those at Merritt College, we do place behavioral science field work students as interns in some eighteen community agencies per semester.

ASEC members wrote, produced, and acted a bicentennial play before a capacity audience at the Marin County Civic Center theater. Emeritus also sponsored a bicentennial town meeting, attended by 300 community members from some thirty-eight agencies, to plan Martin's future.

Future

Emeritus' solid base of community support appears to be weathering Proposition 13's financial attack on public education in California. Before Proposition 13, our quarterly enrollment in emeritus classes averaged 1,700. In the first quarter after Proposition 13, attendance slipped to 900, but at the time of writing it has mounted again to 1,100 on a 35 percent decline from the "good old days." Since the San Jose and San Diego adult education programs report an 80 percent decline, a 35 percent decline seems respectable and the trend toward rebuilding enrollment seems healthy.

The decline in enrollment occurred because of the following sequence of events: Proposition 13 reduced the tax support available from local districts by limiting the property tax; the California legislature eliminated state aid for most categories of adult education classes, and thus districts were forced to charge fees for classes that formerly had been free and to do away with fee reductions for older adults. Many older adults cannot afford the fees, or they now enroll in only one class where once they enrolled in two or three.

Recently state legislation has been introduced though not as yet enacted that would mandate local community college district support of adult educa-

tion and community services at 91 percent of the 1977–78 level and provide for a waiver of tuition for older adults at state universities.

The future of Emeritus programs is truly in the hands of older adults. By the year 2,000, and much sooner for communities such as Marin County, those over sixty-five will be the dominant group among eligible voters, able to assert profound influence over lawmaking bodies. It is our task in public education to provide a channel for the wisdom and experience of older adults to exert positive leadership in the world of tomorrow.

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Jared B. Sharon is the dean for community and college development at the College of Marin, Kentfield, California and a member of the Community College Chancellor's Advisory Committee on Community Services for the state of California.

The first steps toward building a center to serve an elderly population.

Gerontology: The Center-Based Approach

James M. Bellis
Lawrence H. Poole

As community colleges recognize both the need to serve America's more than 20 million elderly and the rewards of these services, models for focusing the colleges' resources in answering this challenge are beginning to emerge. One such model has been developed by North Country Community College in conjunction with HEW's Administration on Aging (AoA). Under Title IV-C of the Older Americans Act, AoA has funded over forty multidisciplinary centers of gerontology, but North Country Community College holds the distinction of being the first and, at the present time, the only community college recipient. All other centers are associated with major universities or research institutes.

Steps Leading to Center Development

The college first recognized the need to better serve its elderly population when it found itself operating health screening clinics, providing specific continuing education courses for retired persons, and receiving requests to participate in the in-service training of a growing number of professionals working in the fields of aging and preservice training of paraprofessionals serving older persons.

It was felt at the time that a centralized delivery system would be most effective. The departmental (decentralized) approach, it was reasoned, dic-

tated that each of the college's disciplines and service programs attend to the service demands of several competing populations, thus impeding any significant response. The center approach, on the other hand, had the potential of focusing the college's resources in a concerted effort and directing them to a particular target group, in this case, the elderly.

Further, when the college examined its demographics with an eye toward this issue, the decision to institute a center philosophy was reaffirmed. North Country Community College commands the largest geographic district of any community college in New York State. Its nearly 3,600 square miles are located in the most northern section of New York, the majority of which lies within New York State's Adirondack Park. This sparsely populated area has approximately 84,000 people, 17 percent of whom are aged sixty or above. Further, the district includes the Akwesasne Mohawk Reservation, which has approximately 6,000 inhabitants. Clearly, this situation required a harnessing of the college's energies and resources in order that they not be dissipated over the region's human diversity and territory expanse.

The Center's Tasks

When North Country Community College did its own self-evaluation in order to develop its proposal for the establishment of a center, it sorted out the goals into three major areas: education; community service, development and planning; and research. We have implemented several tasks to accomplish these goals.

Education. The college developed and is operating a two-year Associate in Applied Science program for the training of paraprofessionals to work in the field of gerontology as an option under its Community Mental Health Assistant program and also designed specific degree credit courses and elective credit courses that serve as a curriculum base for both preservice and in-service personnel. In conjunction with this, the center is working with other institutions to develop "career ladder" opportunities for individuals who wish to pursue higher degrees; and the college developed and runs a number of preservice and in-service workshops and conferences for the entire spectrum of personnel serving the elderly.

Community Service, Development, and Planning. The college first developed the Emeritus Studies program, an educational system to enrich the lives of the rural elderly of the region by addressing their academic, vocational, and life skill learning needs and interests; it then initiated Project CONTACT, a program directed toward improving the quality of life of the rural elderly who have visual and physical handicaps. This unique outreach project offers audio programs for recreational, educational and self-enrichment. Continued multiphasic health screening clincs were set up to provide preventive health care for the elderly of the region who are presumed in good health but have not generally been under the care of the physician. The college also established conjointly with St. Lawrence Psychiatric Center a community residence, designed to provide support for emotionally disturbed persons aged

fifty-five or over. This facility is intended to enable people who have been institutionalized for long periods of time to reenter community life.

Research. The type of research in which North Country Center of Gerontology (hereafter referred to as NCCG) has been involved in, and will continue to be, narrowly focused on such undertakings as needs assessments and program evaluations. This type of research is aimed at improving our own service and program development as well as at building a knowledge base about rural elderly and service delivery to that population. In addition, the center has developed a multimedia resource library, which serves as a support base for the center's research. The library, with its active outreach program, also provides a vital link between the researchers, educators, and practitioners of North Country College whose concern is with the region's elderly population.

The Center's Structural Development

The structural development of the center was based on integration and internal governance.

Integration into the College. In developing and planning a center of gerontology, one of the most important decisions an institution makes is what place that center holds within the organizational structure. If the center is to have the administrative support of and access to the disciplined expertise of the college, the center staff must be highly visible and there must be meaningful interaction between the center staff and the rest of the college.

In attempting to provide this type of visibility and support, the college found that giving the center the status of a staff division was most effective. Obviously the exact placement of the center in the organizational structure will vary depending on the institution's size and current structure, but the end result should be essentially the same.

Another important structural commitment on the part of the college that further supported the idea of high visibility and open communication was the assignment of one of the center's professional staff to serve as an "associate" member in each of the instructional divisions. Thus the staff member for the center is in attendance at divisional meetings and can facilitate communication between the division and the center.

The third structural development was the establishment of a college-wide committee of interested faculty and staff who wished to work closely with the center in the development and implementation of the center's goals. This committee has provided a willing and knowledgeable group of the college's faculty to work with the center.

These latter two approaches, as well as their sequencing, may vary from institution to institution, but the importance of involving center staff within the regular academic area of the college and vice-versa is most important to the success of a center.

Internal Governance. In making sure that the center was reaching and serving the public in an appropriate manner, the college established the

Elders' Planning Board, a governing body composed primarily of elderly community leaders from throughout the service area. The board rules on the appropriate directions for the center to take in service delivery, planning, and development. Further, the members help communicate the concerns of their constituencies to the center as well as promote the activities and value of the center to the public at large. This planning board has been most useful to the center in all of its intended ways. It has also been very helpful in resolving misunderstandings and conflicts that inadvertently arise as the center establishes itself as a meaningful part of the network of organizations serving the elderly.

Staffing

No college, however great its dedication to serving the elderly, can inaugurate a multidisciplinary gerontology center without one or more faculty or administrative members who can allocate the necessary time to the leadership tasks of planning, grant writing, community liaison work, and teaching (this person will be referred to hereafter as the center planner). Equally essential is a small cadre of faculty who have both an interest and background that will allow them to develop course offerings in the academic concerns of gerontology, such as the psychological, sociological, economic and biological aspects of aging, as well as those in the practical, human services areas, such as community services for the elderly, physical fitness and recreational programming, nutrition, geriatric nursing, legal issues, and social welfare.

It was North Country's good fortune to have had a faculty member who was interested in committing his faculty improvement leave to both self-development in gerontology and grant writing. This one individual, with the support of the entire administration, was able to spearhead the initial center planning and grant writing effort. There are, of course, a number of other workable arrangements, such as a team effort made up of a faculty member member with a background in gerontology, who is receiving partial release time, and a retired professor, business executive, government official, or the like. Colleges who are interested in establishing a gerontology center and who currently lack appropriate staff should give serious consideration in their future hiring to persons who have received both an advanced degree in an academic field and have identified gerontology as their area of specialization. Such persons can fill a teaching position in accord with their training and can also be targeted as the prime center planner candidate.

NCCG presently has eight full-time staff, (a director, assistant director, four project managers, and two secreataries) as well as two adjunct staff (the community residence center director and her secretary), a green thumb worker and two work-study students. All these positions were filled by persons outside the college's regular staff. The point to be made here is that a gerontology center cannot be realistically approached as though it were an arena for absorbing the new or enlarged interests of existing faculty.

One note of caution should be sounded. The complement of center staff identified above was smaller initially. Before the end the center's second year of operation, the staff contingent was approximately half of what is indi-

cated here. There is, undoubtedly, a critical mass required (both in staff and curriculum) in order to begin a center operation. It is, however, as in all other aspects of the undertaking, a college specific variable.

Building Linkages Agencies and Institutions

The success of a center-based gerontology program depends to a high degree on the sensitivity of the college to the existing "institutional ecology" of its service area. That is, the center planners must recognize that a well-developed array of service and educational activities ministering to the elderly may already be in place. They must first identify these service providers, such as the area agencies on aging, senior centers, Title VII nutrition sites, Red Cross, Cancer Society, Public Health Nursing, home aide registries, ACTION programs (Retired Senior Volunteer Program, Foster Grandparents), long-term and acute care facilities, service clubs and volunteer organizations, as well as other educational institutions, and then plan the center's undertakings to bolster, augment, or complement the extant constellation.

As in all survival situations, the relationships between groups must be, at the very least, noncompetitive and preferably symbiotic in nature. Consider some of the mutually beneficial relationships we have established with the area's service and educational institutions.

Emeritus Studies courses are conducted at the region's sixteen senior centers and at some long-term care facilities. This greatly expands the current educational and recreational programs at the senior centers and nursing homes while giving NCCG free physical facilities and a ready-made entree to the elderly public.

Health screening clinics are held at hospital sites, and we encourage the Cancer and Heart societies to carry out informational sessions during clinic sessions. This then becomes an enlargement of the hospitals' community activities while affording yet another medium for the Cancer and Heart Societies to carry out informational sessions during clinic sessions. This then becomes an enlargement of the hospitals' community activities while affording yet another medium for the Cancer and Heart Societies to reach their prime constituency. In turn, the screening clinics gain a degree of stability, medical legitimacy, and programmatic enrichment.

The community residence center was established in conjunction with St. Lawrence Psychiatric Center (the main state psychiatric facility in the region). We acted as the local liaison for the development of the project, gave technical assistance, as well as provided office spare and secretarial support. This aided St. Lawrence in meeting its responsibility to the state mandate for deinstitutionalization. It allowed NCCG to be involved in an experimental project for the emotionally disturbed elderly as well as to develop an expanded training ground for preservice students in the college's Community Mental Health Assistant program.

The Gerontology Center is now subcontracted to conduct in-service, Title IV-A training for northern New York's eight area agencies on aging. This activity covers a vast area that includes three universities and four com-

munity colleges. The undertaking, however, relies heavily on the human resources at these institutions. Their faculty is afforded the opportunity to become part of the teaching events while NCCG gains a talent pool for the training enterprise that greatly exceeds what could be mustered on our campus alone.

Every NCCG program project has been managed in a similar fashion to the examples just presented. The payoffs are many. We have learned from experience that unilateral operations in the field of aging are simply counterproductive.

The best starting point for the integration process of a center into the local institutions is the Area Agency or Agencies on Aging (referred to hereafter as AAAs). AAAs have been delegated the responsibility by Congress (via the Older Americans Act) to plan, coordinate, and execute social services for the elderly of their service planning area (Department of Health, Education, and Welfare, 1976). The center planners should not only request information regarding the service and educational activities of the area from the AAA (through utilization of their annual "area plan" as well as personal interaction), but, if at all possible, they should enlist the AAA's participation in every step of the center's development. It should be well within the AAA director's purview to be part of the center's planning body. In the case at hand, for example, NCCG works within the service area of three AAAs (two county agencies and that of the Akwesasne Mohawk Reservation), and all three AAA directors have been designated ex officio members of the center's Elders' Planning Board.

Of course, it is even more preferable if the center planners develop an interlocking communication system with the area's AAA (or AAAs, as the case may be). If the center purports to be a source of expertise in gerontological matters, then it should be able to offer the area agencies, as well as the entire gamut of agencies and institutions, ongoing technical assistance in terms of consultation and general human resource availability. In this regard, NCCG has exuberantly welcomed the invitation from our two county AAAs for the center director to serve as a permanent member of their advisory and planning boards.

Another integral component of the center's planning and development process is an active educational campaign. The center planners should not presume that the public, the eternal agencies and institutions, or even the college's faculty itself, have a well-formed concept of what a gerontology center is or does, because each of the gerontology centers around the country has its own particular strengths and style of operation. Moreover, given that currently there are even fewer community college gerontology centers in existence than university-based ones, there is all the more reason to assume that not everyone understands what they are all about. Often one will find, for instance, that a multidisciplinary gerontology center is confused with a multipurpose senior center—two very different types of operations indeed. This confusion can and often does hold also for well-informed and active persons working within the "aging network." In our case, we realized late in the game that even members of our Elder's Planning Board did not gain a clear understanding of the center concept for close to a year into their term of office. We had found

from our own experience that the lack of clarity regarding the *raison d'être* of a gerontology center on the part of members of the community was at the base of the center's early nonacceptance. Hence, we are suggesting that the center planners take every opportunity to inform the agency, organizational, and institutional personnel of the area just what the center will be in explicit and concrete terms. This must include the center's proposed projects, how it plans to work conjointly with existing operations, and how it differs from what is presently in existence.

Funding Strategies

College financial commitment is the sine qua non of a center operation. External grants are seldom sufficient to underwrite the entire venture. Equally important college funds can help reduce the rollercoaster effect of grant capriciousness. Moreover, funding agencies not only look favorably on a proposal with college dollars involved, but generally some level of fiscal matching is required, and it is often the case that they "firmly recommend" that the college take on a growing share of the burden over time. Nonetheless, except for a few rare cases, a college-based gerontology center must be considered now and forever more a "soft money" operation, namely, dependent on foundation, county, state, and federal dollars--primarily the latter.

There are basically two major funding strategies, each with its own strengths and weaknesses. The first (the one NCCG has operated under since its inception) is the single, major grant approach. While this avenue reduces the time spent in the grantwriting enterprise as well as simplifying bookkeeping, it falls short in offering stability. We all know what can happen to the eggs placed in one basket. The second alternative and the one toward which we at NCCG are now rapidly moving is the multiple grant approach. Its appeal is that it reduces the degree of vulnerability. By the same token, however, it requires a much greater ongoing commitment to grant seeking and writing as well as a more involved bookkeeping system. In adopting this latter approach, for instance, we have found that "granting" absorbs approximately 60 to 70 percent of the assistant director's time.

There is a vast array of appropriate grants for funding part or all of a college gerontology center. Only some of the major, most appropriate, and likely (as well as unlikely) funding possibilities will be mentioned here. AoA's Title IV-C (now Title IV-E) for multidisciplinary centers of gerontology has been restructured so that institutions without medical school affiliation will not be competitive. Hence, community colleges will not fare well with this funding source. On the other hand, AoA's Title IV-A (training grants) is to subsume a wider array of activities than in the past, so that center planners should be thinking seriously about this entitlement. It is best to keep in mind that this is still national competition. Major universities and locally supported community colleges vie for the same funds. Nonetheless, the community college intent on establishing or maintaining a gerontology center does have a chance at this and should not be disuaded from submitting a Title IV-A proposal. The proposal should stress the merits of the particular program as well as the estab-

lished record of community colleges in paraprofessional education and professional in-service training. Only a portion of Title IV-A funds are reserved for direct grants to institutions of higher education. The rest of the monies are distributed to the state offices for aging, which conduct state-level training programs and in turn distribute a portion of their allocations to the AAAs for local training activities. As such, both state and AAA, Title IV-A grants are prime targets for funding in-service training efforts.

The AAA, Title III monies will prove to be a significant resource for direct service delivery, planning, and development projects. From the federal office, AoA Title III, sec. 308 (Model Projects) is also available and appropriate. This entitlement, however, is one of the most highly contested plums around. The center planners, therefore, must weigh their expenditure of time and energy for this objective against the not terribly encouraging odds of success.

This, of course, does not begin to scratch the surface of the possibilities for center funding. The Basic Education Act, Title I, the Federal Vocational and Rehabilitation Act, the National Institute of Mental Health (NIMH) as well as private foundations and local service clubs are sources that also warrant serious attention.

Summary

Community colleges contemplating the establishment of a gerontology center may not have the same programs in operation that North Country did, but examination they will probably find themselves in a situation similar to ours when we first developed the idea of organizing and funding a center. Community colleges have an advantage over other institutions of higher education for developing a productive and meaningful center of gerontology in that they already have well-developed ties with the community they serve through their established service programs.

The specific goals that should be set for the center as well as the preferred organizational structure will become more readily apparent when the center planners have closely examined the demographics of their service district, the existing and potential working ties they have with service agencies, and the already existing on-campus progams that are serving the elderly.

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James M. Bellis is director of the North Country Center of Gerontology, Saranac Lake, New York.

Lawrence H. Pools is dean of academic affairs, North Country Community College.

A successful consortium approach to providing educational opportunities for seniors.

Arizona Consortium for Senior Adult Education

Josephine L. Knight

"Six heads are better than one" became a common phrase during the time that Arizona participated in a project known as Six Dimensions for People over Sixty. This thirty-month, federally funded project took the consortium approach to providing educational opportunities for Arizona's senior adults. Six community college districts representing the six educational planning districts in Arizona joined together to develop continuing education programs. These colleges applied for a thirty-month Higher Education Act, Title I-A grant to fund a project entitled Six Dimensions for People over Sixty. Twelve separate colleges in single and multicampus districts were included. Each district coincided with one of the six state planning regions and worked with one of the six area agencies on aging.

Nationally 20 percent of the elderly have incomes under $3,000 per annum and 50 percent have incomes under $4,900. In Arizona comparable statistics are 25 percent with an income under $2,000 per annum and 32 percent with an income under the Bureau of Labor Statistics standard for poverty. In 1970 over 27 percent of our older population resided in rural areas and were poorer, less educated, and less healthy than any other age group. With the exception of Phoenix and Tucson, most of Arizona can be characterized as rural; and the section of Phoenix in which it was proposed to implement special senior adult educational programming was a low socioeconomic section.

The participating districts were selected on the basis of their different characteristics.

1. Maricopa District's Maricopa Technical Community College was charged with serving senior citizens in the metropolitan south Phoenix area, where the population is largely of low socioeconomic and educational background and a mixture of Anglo, Mexican-American, and black.
2. Pima Community College District in Tucson serves a metropolitan area predominately Anglo and of a middle socioeconomic and educational level.
3. Yavapai Community College District in Prescott is in a rural area and has two main campuses many miles apart. It is predominantly of a middle socioeconomic and educational level and Anglo.
4. Mohave Community College District in Kingman is in a rural area with extreme distances between towns. It is predominantly Anglo with some Indians of a middle and low socioeconomic and educational level.
5. Pima County Community College District's Central Arizona College serves Coolidge, a rural area populated by Anglos, Indians, blacks, and Mexican-Americans of a middle and low socioeconomic and educational level.
6. Eastern Arizona Community College District, Gila Pueblo Campus, Globe, is located on the Indian reservation in a rural area with few roads. The population is predominantly Anglo, Indian, and Mexican-American of a low socioeconomic and education level.

Few services are provided for senior adults in Arizona except in the Maricopa and Pima Districts.

Organizational Purpose

Six Dimensions for People over Sixty had a twofold purposes: to deliver services and to create enjoyable or salable opportunities and skills that would improve the quality of life of people over sixty; and to develop and deliver continuing education programs that would be replicable in colleges in the consortium or in other parts of the United States. The educational opportunities were to be provided in community centers and on campuses. There were nine key educational areas; housing, social relations, employment, transportation, activity (enjoyable and physical), constructive use of leisure time, health education, economic education, and legal education.

Each of the six community college districts originally identified three areas in which to implement projects during the thirty-month period. It was part of the original planning for each district to implement one project the first year. During the second year each district would initiate another project plus replicate a project developed the first year in one of the other five distircts. This process—implementation of a model plus replication—was to be repeated during the third and final funding phase.

Problems and Solutions

The Six Dimensions for People over Sixty project was not without its share of problems; however, solutions were sought and implemented where possible to ensure the continuation of the program for the more than 5,000 senior citizen participants throughout Arizona.

One major problem was that the coordinators were employed only part-time. To accomplish the goals and requests for expanding the programs, the coordinators worked many hours overtime without compensation.

Excessive paperwork required time that could have been more profitably spent in the field. No clerical support was provided in the grant, except on a part-time basis to the state coordinator. A minimal amount of assistance was provided by the college districts, and this assistance was shared when possible.

In order to replicate programs in the second and third year of the project, materials often needed modification, rewriting, or retaping to make them relevant. Often this was unrealistic because of the coordinators' time, budget restraints of the college districts, and the unanticipated demand received from each district to expand its existing services.

The inability to accommodate nontraditional two-semester schedules resulted in the development of a bridge semester, in some districts, from early November through mid March.

In spite of these problems, and others, more than 5,000 senior citizens were able to take part in educational opportunities throughout Arizona during the thirty-month period from July 1975 to December 31, 1977.

Institutionalization and Impact

One of the original goals of the consortium was to establish an ongoing, broadening senior adult program in the Arizona Community Colleges after the December 31, 1977 termination of the Six Dimensions for People over Sixty project. This was accomplished at the state level with the establishment of the Senior Adult Educators Committee for the Arizona Community College System. Mr. Gene Dorr, associate director for educational services for the Arizona Board of Directors for Community Colleges, obtained approval of the State Community College Board of Arizona for the establishment of this committee, which is composed of the director of senior adult education from each of the state's community colleges and a representative of each college's advisory committee for senior adult education.

On the local level in the community college district, all the districts institutionalized all or a part of the program into their regular college educational programs. Two of the six districts have locally funded 100 percent of the program for their institutions, employing a full-time person to continue senior adult education. Other college districts have hired a parttime coordinator, or adopted the educational course offerings as part of their regular college offerings, or both. .

For Arizona's 375,000 senior adults, education will continue where there is a need or a request, and the community college will be there as a group of people working together to provide this education.

Josephine L. Knight is director of special education services for Rio Salado, a Maricopa Community College, Phoenix, Arizona. She was the Six Dimensions for People over Sixty coordinator for the Maricopa County Community College District.

An organizational structure that can facilitate the initiation and implementation of disabled students programs.

Programs for Disabled Students

Barbara A. Reid

Educational provisions for disabled students have received extensive publicity in the past two or three years. Advocacy groups, legislative action, and the disabled themselves have each contributed to an increased awareness of the disabled population. Many aspects of society are undergoing changes as a result of these activities. Public buildings are implementing architectural modifications so that the disabled can utilize the facilities, public transportation systems are seeking ways to make their services available to the disabled, and the educational system is undergoing examination to ascertain how best to meet the needs of the disabled.

Community colleges, like other educational systems, are actively pursuing the goal of free access to education for the disabled. Implementing programs and services for disabled students involves every facet of the college. It can seem to be a formidable task when one considers the implications for instruction, the need for money from the general college budget, the legal considerations, the impelling need for community cooperation, and, in all likelihood the necessity of some architectural modifications. There is, however, the overwhelming knowledge that by every tenet of community philosophy and conduct, the disabled have a rightful place in the student body.

The legal necessity of including the disabled in the student body is patently clear. Signed into law on April 28, 1978, Section 504 of the 1973 Rehabilitation Act (Public Law 93-112), which was amended in 1974 (Public Law 93-516) assures the basic right that qualified persons who have a handicapping condition cannot be excluded solely on the basis of their handicap

from participating in programs or activities that receive federal assistance; nondiscrimination on a handicap basis applies to almost every college in the nation.

The moral and ethical necessity is equally as clear. Community colleges have, since their inception, focused their programs and services around the needs of the college-aged population of their geographic area. The handicapped are not a select population residing in particular centers or even regions of the nation, but rather they are found throughout all cities and are representative of all age groups. They are part of each community's potential students. They have the same right as any other citizen to participate in community college activities.

College personnel are in general agreement about their willingness to include disabled students in programs and courses. However, just how to carry out a multifaceted and service-oriented program is not always quite so clear. Fears may prevail about the costs involved, and, in some instances, people are concerned that a lowering of academic standards will occur.

Plan for Action

A plan for action is needed. A clear plan can provide organizational structure and systematize the approach to program initiation. Early steps need to include the following activities: designating a person responsible for the activity, securing some college support, beginning a collection of resource materials, surveying on-campus students, establishing lines of communication with community agencies, surveying existing assistive service, surveying off-campus potential disabled students, and establishing the nucleus of an advisory council.

Designation of Responsible Person. Both for accountability purposes and for a logical organizational process, one person should hold clear responsibility for the development and implementation of the activities related to disabled students' activities and programs. Some colleges have existing personnel who can assume this responsibility; others will find it necessary to employ new staff in order for the person charged with the responsibility to have sufficient basic information related to handicapping conditions.

In the development phases of a program, considerable time may be spent in contacting agencies, staff, students, and the like. If full-time employment is not feasible, at least a half-time assignment is strongly encouraged. Disabled students vary so widely, it is also wise to plan to augment the services of a small staff with persons who have expertise in areas that complement those of the staff. Where possible, persons in the local community should be called on for the needed assistance. Such persons may be found in community agencies, other colleges, or high schools, where the staff have previously worked with young adults who are handicapped.

College Support. Identifiable college support is basic to the development of a plan to implement programs and services for disabled students. Some measure of administrative backing is critical. The need to comply with legal requirements and the prevailing service orientation found in many commu-

nity colleges combine to convince most administrators that such a program has merit and must be an ongoing part of the college programming.

Resource Material. A collection of resource material is also critical to the proper implementation of a program. A copy of the Rehabilitation Act (Public Law 93-516, Federal Register, 1977) is essential to every program. Other helpful information can be found in *Access: The Guide to a Better Life for Disabled Americans, Developing an Accessible Campus for the Handicapped,* and *A Handbook on the Legal Rights of Handicapped People.* Subscriptions to *Report* and *Programs for the Handicapped* are also useful. Other available magazines that provide resource information and legislative information include *Disabled USA* and *Accent on Living.*

Within these publications may be found extensive listings of national organizations that have historically contributed to the welfare of disabled persons. Information is also included in *Access* and *Developing an Accessible Campus for the Handicapped* on adaptive devices such as adaptive telephone equipment and materials to assist the blind.

These resource materials are not costly and should be regarded as useful, both for developing and administering programs and for informing disabled students. Persons concerned with architectural considerations and barrier removal will find *Developing an Accessible Campus for the Handicapped* particularly useful.

Survey of Students. A logical early step in developing a plan of action is to ascertain how many disabled students are already on campus. One generally finds numerous students with different disabilities progressing through the college with varying degrees of success. Data on the existing on-campus population can be gathered through self-identification, via information requests such as posters and student newspapers, referrals from instructors and counselors, and a voluntary identification questionnaire. This can be done during the registration period. Care should be taken in interpreting the collected data, however, for people often identify themselves as disabled when they would not qualify as such according to state or federal definitions. For example, persons who wear glasses that correct their vision to normal or near normal are not considered handicapped.

Survey of Services and Communication Linkages. Along with an on-campus survey of disabled students and data collection on the existing services that can be used to meet individualized needs open lines of communication should be established with the area agencies that routinely serve this population. Paramount among these is the Department of Vocational Rehabilitation. The importance of a cooperative working relationship with this group cannot be overemphasized. The Department of Vocational Rehabilitation can serve as a valued and integral part of the college program for disabled students. It can also assist by suggesting other relevant agencies and helping to develop a survey system to discover what persons might wish to enroll in the college if assistive services were made available to them.

Advisory Council. A necessary and integral part of the overall program is the formation of an advisory council, including representatives of the disabled student and adult community, agencies, college personnel, and medi-

cal personnel. Offering objective advice, urging reasonable support, carrying out advocacy roles, and serving in the role of information dissemination persons, council members directly contribute to the success of any program.

Implementing the Program

It is generally a good idea to establish an identifiable "center," where the disabled can find information, seek assistance and receive the help they may need to progress successfully through school. The location of the center should be publicized throughout the campus in brochures, catalogs, student handbooks, and so forth, in order for students to have ready access to information before registration as well as after enrollment in the college courses.

At the center students who wish may receive information about registration through special help from specialized personnel. This can be helpful in providing an early orientation to campus facilities, in accenting the special services that are available, and in general facilitating the registration process. In some colleges in which large numbers of disabled students enroll, enablers or special counseling personnel assist students wih the completion of financial aid forms, physically orient them to the campus, point out the most direct and easily accessible routes between classrooms, and help students in the selection of a class load that meets their academic and career goals. An important component of this early service can also be helping disabled students focus their attention on the implications of course selection for long-term academic goals. This early attention to disabled students also assists the college in identifying what assistive services may be required in order for the student to enroll in courses. These can range from selecting interpreters or checking out recorders to perhaps loaning an electric wheelchair to a student who may need assistance in moving about the campus.

With the student's permission, instructors may also be notified before the student's arrival in class of the need for some special help for the student during the instructional process. Instructors find it helpful to be aware ahead of time that an interpreter may be in their class, that a student may need to record lectures because of an inability to take notes, or that other adaptive processes may need to be utilized in the classroom. It must be stressed that the student's permission must be forthcoming before the instructor is notified in order to comply with the student's rights.

Many colleges establish some coursework that focuses on the needs of the disabled. Such coursework might be an adaptive physical education sequence of courses that parallel the corrective physical education courses of the college. This does not in any way limit the disabled students' abilities to enroll in the regular physical education courses of the college, which can offer adaptive physical activities that are individualized and may perhaps enable the students to increase their physical abilities.

Disabled students may elect to participate in sports activities or athletic events in which they compete against other students with similar disabilities. Wheelchair athletics is a good example of this latter organizational structure.

The open-door philosophy of the community college encourages students of all abilities to enroll in courses for which no specified prerequisite is

documented. A large group of students who have taken advantage of this educational opportunity qualify as learning disabled students—those students who show a significant difference between their learning potential and their basic skill level. Unlike students in the more typical learning lab or developmental reading programs, these learning disabled students are those who show a marked discrepancy between intellectual ability and performance on auditory, visual, or language functions. The goal here is to enable them to learn alternative means of demonstrating learning while, at the same time, working on the development of the basic reading, writing, computational, and verbal skills.

Very little research has been conducted on this potentially large group of young adults. Colleges able to provide services for this population reap rewards as they observe students moving through these programs and into the mainstream of college coursework.

Assistive Services

A vast array of services can be enumerated that, for individual students, can make the difference between progressing through college in a satisfactory manner or demonstrating an inability to enroll in college. An all-inclusive list would be prohibitively long. Areas that should be considered, however, include the following:

Orientation. A disabled students' handbook outlines special services available to students, phone numbers, office locations of the persons who can give special help, and often includes maps designating special parking and architecturally free access to buildings and restrooms. Campus maps designate special parking, architecturally free access to buildings, and so on. They can be kept in the security office, health office, and the like for dissemination and brailled campus maps can be maintained by at least one office on campus. Brailled doors, buildings, and elevator panel boards also assist the blind in finding their way about campus independently. Campus orientation is frequently conducted on a day before school starts, specially set aside for working with disabled students.

Assistance. This may include persons to write for students with hand problems during entrance tests or being excused from some tests based on previous performance and classwork. Special forms of some standard college tests have been made available. Special assistance with career counseling and academic planning may be offered during registration. This also provides needed information for the college on the accommodations that may be necessary to meet students' needs. Moving an English class from the second floor to the first floor if no elevator goes to the second floor is one example. Assistance at registration time may also include a referral listing of housing and information on tansportation that can accommodate the needs of the disabled. Tutorial assistance is a valuable asset to disabled students.

Special Services. Interpreters for the deaf and reader services for the blind might be obtained through the Department of Vocational Rehabilitation or through college support. Tape recorders should be available for checkout for persons unable to take notes in the usual manner. Note taking may also be

based on a buddy system, in which another student makes a carbon copy of his or her notes or a tutor takes notes for the student. Orthopedic repair service can sometimes be conducted through engineering programs or through persons in the centrally located disabled students' office. Frequently such help can motivate students to learn to care for the equipment themselves. It also works toward a reduction in school absences because of broken equipment. Wheelchair loaners are an asset to mobility limited students for campus transportation; they can also serve as substitute wheelchairs for those being repaired off campus. Mobility assistants—work-study students and others—can at times be found to assist disabled students in transportation on campus from class to class. In-class adaptations of equipment may include adjustable drafting boards or tables that can accommodate a wheelchair, rather than desks for lab classes. The help of an occupational or physical therapist can be a valuable asset in the design and implementation of changes when these accommodations are needed. Scuh expertise can be provided on a consultant basis. Work-study students or others can provide a valuable service to disabled students by helping them use the cafeteria and, for the more severely handicapped, by helping them eat.

De Anza College Disabled Students Programs

The preceding recommendations are based on identified priorities and procedures experienced by personnel who have established programs. One such program can be found at De Anza College in Cupertino, California, where hundreds of disabled students enroll each year.

Programs and services for serving the disabled were begun at De Anza College in 1973. An energetic program of architectural barrier removal was undertaken along with the emploment of three special education specialists. These three, a physically handicapped oriented person, an adaptive physical education specialist, and a learning disability specialist, were charged with the responsibility of developing programs for the existing disabled studen population and surveying the community to find out if additional disabled students would like to attend. A very receptive audience was found. Students enrolled in numbers higher than anyone's expectations, to where the college now annually enrolls approximately 2,000 disabled students.

Physically Limited Program. While there are many organizational patterns that can successfully serve the needs of even a very large student population, the one that has evolved at De Anza and seems to meet the students' needs is a five-program system. The coordinating hub of these is the Physically Limited program. The thirteen full-time and many part-time staff endeavor to provide disabled students with a wide variety of services: a voluntary separate registration process; mobility training; speech therapy; classes focusing on the development of independent living skills; a course in wheelchair repair; guidance and career assessment coursework for the physically handicapped, deaf, and blind; interpreter services; counselors for the hearing-impaired; readers for the blind; academic and personal counseling; career counseling; and a wide range of assistive devices. These include items such as

Teletypewriter (TTY) for the deaf, loaner wheelchairs, an opticon, and brailling services. Also included in the Physically Limited program is one component that has certainly contributed greatly to the size of the disabled student population—a fleet of vans. These vans, several of which have lifts, provide transportation from home to school and back for those students who, because of their physical limitations, are unable to travel by more conventional means. It is not atypical for over 400 student trips a week to be made in order to transport students to the campus. An extension of this program, which also epitomizes the college's attitude toward the disabled student, is the provision for driver training in a school-owned vehicle equipped for this purpose. This effort to help the disabled students attain the highest possible level of independence is consistent with the prevailing feeling that this is what the disabled themselves desire.

Corrective Physical Education. A second major area is the Corrective Physcial Education program, which provides adaptive physical education courses to enable students who might be unable to enroll in regular physical education courses to participate in an active exercise program. Staffed by four full-time corrective physical education instructors, the program offers swimming in the college's olympic-sized pool, wheelchair basketball, trap shooting, bowling, individualized exercise plans, gait training, and other courses. This combination of athletics and physical education affords students an opportunity to engage in competitive sports as well as to carry out an individualized program designed to help them attain a greater level of muscular and health activity. Here, as in all the special courses provided by the college, students have the option of enrolling in these courses or in the regular coursework provided by the college. No effort is made to segregate the handicapped into special classes.

Educational Diagnostic Clinic. The Educational Diagnostic Clinic has grown from serving about thirteen learning disabled students in 1973 to over 300 each term. Focusing on the diagnostic process as a tool in the prescriptive planning of a remedial program for the adult learning disabled, the nine faculty in this program concentrate on individualized and small group classwork. The once-held belief of special educators that learning disability conditions are outgrown has not proven to be true. Differentiating between students who, for some reason, have not learned the reading, writing, computational, or verbal skills commensurate with their abilities and students who are experiencing an inability to perform at an expected grade level because of a neurological problem, the diagnostic staff works to effectively refer the nonlearning disabled but lower achieving students to other learning resource services and programs on campus.

Hope-De Anza. This is a program specially designed to serve the developmentally disabled, in which the emphasis is on providing a comprehensive prevocational and vocational service for qualified students. The eight-member staff includes one person with the designated responsibility of analyzing the local job market, coordinating the vocational training and placement of students, and following up on employed students. The combination of actual job placement and follow-up to ensure successful job performance and

satisfaction of employee and employer is seen as critical to the overall success of this program.

Adaptive Geriatric Education Program. The fifth program, the Adaptive Geriatric Education program, provides a broad and integrated program of educational services that focuses on the needs of the institutionalized aged and retirement residents in the population. Emphasizing mental and physical health as well as enrichment experiences, this program has been received enthusiastically by the convalescent and retirement home residents.

Physiology Lab. Augmenting these programs is a physiology lab, located next to the Corrective Physical Education program, where students can be screened and tested for evidence of physical fitness and factors that increase the risk of heart disease. Following testing, a program of physical exercise is tailored to the unique needs of each student. Maintained in this center is some of the exercise equipment utilized by the Corrective Physical Education enrollees.

Summary

These programs have been organized into one comprehensive program for disabled students. While offering special classes and services, the program sees as its foremost goal the provision of assistance to disabled students that will enable them to successfully pursue the academic and career goals of their choice in as independent a manner as possible.

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Barbara Reid is the dean of special programs at De Anza College, Cupertino, California.

All community colleges can meaningfully serve the hearing-impaired through a comprehensive support service program.

Expanding Educational Services to the Hearing-Impaired

Costa S. Boukouvalas
Melvin L. Gay

Emerging trends indicate that the hearing-impaired population with college potential will increase substantially. While in the past the majority of deaf and hearing-impaired high school graduates entered the world of work because they were unable to enter college, today that trend is reversing. More and more deaf and hearing-impaired high school graduates, as well as their parents, are realizing the benefits of a college education.

Trends

Four distinct trends enforce the rise in the hearing-impaired college population.

Early Intervention. One of the major difficulties of deaf and hearing-impaired youth is language development. Public school programs and state schools for the deaf presently begin that process at a preschool age. These programs of early intervention will help the deaf and hearing-impaired reach a much higher level of language development.

In reporting on such a preschool program in North Carolina, *Hearing and Speech Action Magazine* quotes the teacher: "Angie (the 1977 poster child) is progressing normally for her age. Educationally and socially she is on the same level as her hearing peers" (Elliott, 1977, p. 10).

More Help for Parents. Parents of a deaf or hearing-impaired child presently have access to many opportunities for locating diagnostic and evaluation facilities as well as resources to acquire the knowledge and develop the skills required for the child's development.

Emphasis on Academics. With the growth of postsecondary vocational training opportunities, schools for the deaf are beginning to reduce the emphasis on vocational programs and to emphasize the academic portion of the curriculum.

Enriched Curriculum. Elementary and secondary curriculums presently available in schools for the deaf and public school programs are enriched by qualified personnel in the areas of audiology, speech therapy, psychological evaluation, and counseling services. These services greatly increase the student's college potential.

Communication System

The most commonly used communication system in the education of the hearing-imparied is the American Sign Language (AMESLAN) and its variations. American Sign Language is the mother tongue of the American deaf. It is a dynamic, complete, and linguistically independent and legitimate language in and of itself. It is not based on English but stands by itself as does any other foreign language.

English is a foreign (or second) language to the hearing-impaired, and it is taught as such. Since hearing-impaired persons must be prepared to live in an English-speaking society, AMESLAN is adapted to the structure of the English language.

The interpreting services available to the student in college follow the total communication system, which incorporates appropriate aural, manual, and oral modes of communication. This total system ensures effective communication with and among hearing-impaired persons.

Developing a Comprehensive Program

In preparing this chapter, we drew extensively from our direct experience in the establishment and operation of the comprehensive program at Central Piedmont Community College (North Carolina).

By "program," we refer to a group of supportive services that facilitate a realistic and meaningful postsecondary educational opportunity for the hearing-impaired student. At Central Piedmont Community College, these support services have proven to be necessary and greatly beneficial to the hearing-impaired student.

In developing this program, the college desired to extend its services to all the citizens in its service area. This effort was initiated in 1971, long before the passage of the Vocational Rehabilitation Act of 1973. The procedure followed in the development can be summarized as follows: (1) assessment of the needs within the deaf community as well as the size of the hearing population; (2) assessment of the characteristics and basic educational needs of the hearing-impaired; (3) assessment of the college potential to meet these special

needs; (4) development and implementation of special continuing education classes for hearing-impaired adults; (5) in-service training for instructional, supportive, and administrative personnel; (6) modification or adaptation of instructional materials to meet the needs of the hearing impaired students; (7) development, implementation, and evaluation of the supportive services.

In 1974, Central Piedmont Community College received a grant from the Social and Rehabilitation Services Divison of HEW to finance a program for the hearing-impaired. In 1978 this grant expired, and the college is continuing the program with state funds. The North Carolina Division of Rehabilitation Services is providing most of the cost for interpreting services ($500 per quarter per full time student).

During this period, more than 150 hearing-impaired individuals have benefited from these services. Many of them have entered into highly competitive and well paying jobs with great potential for further advancement.

It is our feeling that the success of such a program depends on the availability of qualified personnel, such as counselors, interpreters, and tutors, and on the attitude of the instructional staff toward the hearing-impaired students and their right to an equal educational opportunity.

Establishment of Services

The desire for community colleges to expand their services to the hearing-impaired has been primarily in response to Section 504 of the Vocational Rehabilitation Act of 1973 and the subsequent court rulings. A college can serve a hearing-impaired student under regular programs and facilities, but to provide an equal and meaningful educational experience it must make available the necessary support services. The best and most concise publication on the subject, which can become a guide for any college planning to expand services to the hearing-impaired, is *Principles Basic to the Establishment of Postsecondary Education for Deaf Students* (Stuckless, 1973).

Program oranizers must understand that "the relatively low incidence of deafness means that an educational program must serve a relatively wide geographical area in order to have a sufficient number of candidates for whom such education is appropriate" (Brill, 1974, p. 213). In addition, it is important that the college have a sufficient number of students; a college may need the same number of personnel for ten hearing-impaired as for fifteen nonhandicapped students.

In the area of social development, we must forget Helen Keller's statement that "deafness separates people from people" and that a small number of hearing-impaired students will find themselves in isolation. A larger number of hearing-impaired students will tend to develop a community of their own, which may be the setting in which personal and social development can take place.

The number of hearing-impaired students that may be considered a "critical mass" may depend on the size of the institution, the number of programs or areas of study, the frequency and number of student activities meaningfully open to hearing-impaired students, and the number of activities and events designed primarily for the deaf.

The nature of the institution and the extent to which it can accommodate the hearing-impaired student are important to the program. Colleges that serve this specific population must have a strong remedial studies program, allow flexibility in time toward work completion, and have a highly student-oriented instructional staff. Individualization and self-pacing of instruction provide an ideal environment in which the hearing-impaired can study.

In areas where the college may not be able to provide the recommended services, arrangements should be made for them to be provided by community agencies. Instruction in manual communication for students and staff must be provided if the college does not already have such a service.

Support Services

Numerous services can be used to help the hearing-impaired student.

Counseling Services. Counseling is the most important service component in any program that serves deaf students. The counselor must be the central figure in the student's development and must be aware of the student's programs and activities. The counselor is involved in personal, social, vocational, and academic counseling and must be the main referral point for other services. Thus the counselor becomes the coordinator of the student's educational experience. A counselor of hearing-impaired students must have a full understanding of the condition of deafness and of the psychology of the deaf, and be fully competent at communicating in sign language.

It is usually reported that writing can be used as one form of communication, but "writing is definitely a less effective mode of communication, but it does provide a common basis of understanding. This means of counseling should be strictly limited to obtaining information so the counselor can make an appropriate referral to a counselor who is trained to work with the deaf [student]" (Wells, 1978, p. 19).

Counseling of the deaf in a community college is not only information-getting and referral but also involves intense and emotional personal, social, and academic situations that render communication by writing simply impossible. Thus, if we are committed to serving the hearing-impaired meaningfully in our community colleges, we must provide a counselor who is competent in the communication system of the hearing-impaired.

Interpreting Services. An interpreter must be assigned to all classes in which a hearing-impaired student is enrolled. The interpreter will transform the spoken word into the language of signs and, conversely, signs into the spoken word. The interpreter is required to be skilled in expressive and reverse interpreting. In selecting and scheduling an interpreter, the coordinator of these services must have an understanding of the interpreter's skills and abilities. Classes range from show-and-tell to those requiring interpreting speed and concentration. The coordinator of these services must match the nature of the class with the skills of the interpreter.

Note Taking Services. The student's dependence on visual communication does not permit note taking. The student must focus all his attention on observing the interpreter and the instructor. Note taking services are provided

to assist the student in obtaining clear and detailed documentation of the class content for future reference. Note takers can be recruited from the class by the hearing-impaired student as volunteers or with compensation. The student supplies the self-carboned note taking pads.

Alternatives to note taking, although not equally effective, include copying notes taken by other class members, obtaining and copying the instructor's notes, if available, and using tape recorders for the later transcription of notes.

Tutorial Services. Tutorial services are provided as a supplement to regular class work and not in place of class attendance. Any student receiving tutorial services must attend classes regularly and avoid absenteeism. It is recommended that the student report any academic problem to the counselor, who, after assisting and providing the necessary guidance to the student, will refer the student for tutorial assistance.

Tutorial services are an important component in a program for the hearing-impaired, especially when the hearing-impaired are fully integrated with the hearing population of the college.

Benefits

> If we concede that a great part of the deaf individual's problem in adjusting to society is that society does not understand deafness, the kind of experience that deaf students are providing the hearing student body should have a beneficial effect on at least that segment of the hearing population. If these hearing college graduates go on to positions of responsible leadership in the community, we should reasonably expect them to carry with them a much more positive attitude about deaf people and their capabilities (Lowell, 1976, p. 310).

In this paragraph Lowell expresses a concern that is frequently ignored. We develop programs and services to serve the handicapped student, but the benefits derived by the institution, its hearing students, and the community in general are also numerous: many curriculum modifications instituted to accommodate the hearing-impaired student have greatly benefited the hearing student, instructional approaches developed for the hearing-impaired have been very beneficial to other disadvantaged students, many hearing students enter into careers related to deafness, and large numbers of hearing students express interest and enroll in sign language classes.

Therefore, the holders of the "positions of responsible leadership" that Lowell refers to may be future counselors, doctors, lawyers, businessmen, community workers, teachers, or parents of deaf children, or they may themselves be deaf. Thus, the benefits of expanding our services to the hearing impaired do not end with the graduation of these students. The long-range and usually ignored benefits will continue to influence those directly involved and will provide for an understanding society and equal opportunities for all.

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Costas S. Boukouvalas is presently director of special services at Central Piedmont Community College, Charlotte, North Carolina.

Melvin L. Gay is vice-president for student services at Central Piedmont Community College. During the 1976–77 academic year, he served as chairman of the National Council on Student Development.

Paraprofessionals are being trained to conduct direct service work with handicapped individuals.

Paraprofessionals in Exceptional Student Settings

Grace Hodgson

There is an urgent national need to provide quality delivery of appropriate educational services to all exceptional students (Burke, 1976; Harvey, 1976; Martin, 1976; Seattler, 1976). The Congress and state legislatures have been responding to this need with a number of laws, regulations, and funded programs (Irvin, 1976; Jones, 1976; Melcher, 1976).

In the public schools, paraprofessionals (aides, teacher assistants, associates, and technicians) have been introduced as one response to the need for more and better services for handicapped or exceptional students. During the past decade paraprofessionals have been incorporated in a large proportion of the exceptional student education programs across the country, and the number of paraprofessionals in exceptional student classrooms is expanding rapidly. The results of two surveys conducted by the New Careers Training Laboratory recorded approximately 27,000 paraprofessionals in public school programs for the handicapped in 1973 and approximately 46,000 in 1976, an increase of 70 percent (Pickett, 1977).

Paraprofessionals have a much longer history in institutions for mental health patients and mentally retarded inviduals, where they have been utilized as cottage parents, trainers, programmers, therapists, and teachers (Fafard, 1977; Reid and Johnson, 1978).

Roles of Paraprofessionals

There are almost as many job descriptions for paraprofessionals as there are exceptional education settings. Yet, in spite of the lack of uniformity

of roles and responsibilities, there is a discernable trend toward paraprofessionals being trained and utilized to work directly with handicapped students. The new laws, rules, and regulations have brought about increased demands on teachers of handicapped individuals to provide a planned sequence of instruction for each handicapped student. As the demands increase, such educational institutions have turned more and more to utilizing paraprofessionals to help meet the needs of individual students.

Fafard (1977) has documented a gradual change in the roles expected of paraprofessionals away from clerical tasks and lunchroom and playground monitoring to providing the teacher with instructional assistance. The degree to which paraprofessionals participate in planning for and instructing handicapped students varies widely. However, it is clear that the major responsibilities of special education paraprofessionals are now instruction-related functions that are aimed at helping to ensure quality service delivery. Quality demands that a close examination be made of the kinds of training paraprofessionals receive.

Development of the CASE Program

In 1973, the Federal Bureau of Education for the Handicapped (BEH), Division of Personnel Preparation, elected to fund a training program for the preparation of paraprofessionals to work with handicapped students. That first paraprofessional training program was the Career Associate in Special Education (CASE) program at Santa Fe Community College in Gainesville, Florida. Since that time, the number of paraprofessional training programs sponsored by BEH has grown considerably, and over the last several years the training of paraprofessionals has received priority emphasis in the BEH Division of Personnel Preparation.

The CASE program was developed as a one-year or three-term preservice certificate program. A student entering the CASE program may select a one-year training program to earn a career associate in special education certificate or may continue a second year of academic studies and earn an associate of arts degree. The Santa Fe graduates are then eligible to apply to the college or university of their choice to complete requirements for a bachelor of arts degree in special education.

Practica

The CASE program places a strong emphasis on practica. During each of the three terms, students attend practica two days a week in an exceptional student setting. The students are given a variety of experiences in their three practica. The variety provides students with an opportunity to select the type of setting in which they would eventually like to work. In addition, experience in a number of types of classrooms allows students flexibility when there are job decisions to be made, since the students have learned to function in three types of exceptional student settings. Practica sites include public school programs for almost every exceptionality, a preschool run by the Association for Retarded Citizens, a state institution for severely and profoundly retarded

individuals, a residential children's mental health unit in a teaching hospital, a community college work exploration program, private schools for learning disabled students, group living homes, and sheltered workshops. Certified directing teachers are available at all sites except the group homes.

A number of intermediate steps are important before placing individual students in practica sites. Careful consideration is given to the case student, the type of setting, and the directing teacher before finalizing the placement. CASE students have a month of classes before attending their first practica, and the staff assess the present abilities and interests of the students during those few weeks. In addition, a number of field trips are conducted to exceptional student settings during that first month. The field trips allow CASE students to gain ideas about the types of settings in which they would like to participate.

The Office of Exceptional Student Education in the local public schools is contacted in order to make specific requests for directing teachers and to ask for suggestions for the required number of placements of each setting desired in the public schools. After clearing the placement with the principals of schools and directors of other agencies, the directing teachers are contacted and the specifics are explained. Several incentives are offered to the directing teachers. First, they are asked to complete only one evaluation form on the students, although some teachers also like to do a midterm evaluation. Second, all directing teachers are provided a tuition waiver for a course of their choosing at Santa Fe Community College. In addition, those directing teachers in the public schools receive inservice credits. One of the best incentives for the directing teachers *now* is their experiences with, or knowledge of, past CASE students. Teachers often request a CASE practicum student.

Before a practicum experience beings, the CASE student, the directing teachers, and the CASE supervisor sign a contract, which stipulates a close monitoring of appropriate work habits such as punctuality and appropriate dress. Experience has shown that students need to realize the value of being reliable and dependable. Therefore the contract was instituted, and one quarter of the practicum grade depends on the CASE student employing such work ethics as calling the directing teacher before any tardiness or absence. The students are also made aware of other work ethics on which the directing teacher will be evaluating them. The evaluation form used by the directing teacher reflects the appropriate use of interpersonal relationships, such as using proper language, following appropriate lines of authority, and respecting confidentiality. This evaluation also represents a quarter of the student's grade.

CASE students are taught how to pinpoint the specific behaviors of exceptional students that need development. They are also taught how to gather data on that pinpoint and how to record the data on a chart. Charts on two behaviors are required in each practicum. The student thus has evidence of having pinpointed and obtained objective data on specific behaviors and possibly of having influenced changes in that behavior.

The students are observed by CASE staff members in their practica at least bi-weekly. The frequent visits have contributed to maintaining excellent relationships with directing teachers. Each CASE supervisor gives regular

feedback to the students on their performance in the filed as well as suggestions regarding specific situations. The close and intimate supervision has been beneficial in the development of student skills. The practica give students a first-hand opportunity to observe, experience, and practice the concepts being taught in their other courses, and the direct relationship of the two is stressed.

Classrom Studies

There are two categories of classes in the academic aspect of the CASE curriculum. The first category consists of core courses designed to relate specifically to the knowledge and skills that students need to function as paraprofessionals in exceptional student settings. The second category includes cognate basic college courses, which are selected to help ensure that a special education paraprofessional will have a breadth of knowledge about human processes, basic mathematics, and communication skills.

The core courses include orientation to various exceptionalities, behavior management theories and techniques, methods and materials appropriate for various exceptionalities, observing and charting skills, the use of audiovisual equipment, an overview of first-aid techniques, child abuse indicators, employment skills, and seminar time to discuss aspects of practica. All these varied topics are actually included in four regular courses and two seminars. One course provides an overview of handicapping conditions, another concentrates on behavior management, a third deals with methods and materials that are appropriate for use with exceptional students who are categorized as mildly handicapped, a fourth concentrates on materials and techniques for working with students whose handicapping conditions are more involved. The two seminar courses include the other topics. The seminar courses meet three times a week for a month until practicum begins and thereafter only once a week.

All the CASE core courses are competency-based. At the beginning of each term, CASE students receive a set of all of the competencies that they will be required to attain during the course. Included with those competencies are notations as to how student competence will be evaluated and a listing of developmental activities that will assist students in gaining competence. Thus there are no mysteries for the CASE student about what is expected in order to successfully complete the program. CASE competencies were originally text-centered. However, a more comprehensive set of competencies is attained when a lattice is developed containing the essentials of the course topics. The first level of the lattice contains the most general topic areas to be covered in the course. These general areas are then each subdivided into more specific subtopic areas, and the process is repeated on a third lattice level. The lattice gives the course developer a comprehensive overview of the material to be mastered by the sudents. Specific competencies or instructional objectives are easily developed from the third level of the lattice. After each competency and evaluation method is listed, any materials and sources that relate to the competency are included as developmental acitivities for the students and the

instructor. Page and chapter notations from the text currently being used are included in the developmental activities whenever appropriate. When a new text is chosen, approporate citations from the new text can be added to the competency developmental activities. The field of handicapped education is changing rapidly because of new ideas, movements, and laws; but because of its generic nature, the structure of the lattice should not change much. Specific competencies are regularly added, deleted, or changed as they are field tested. They are also updated to reflect current needs in the area of exceptional student education.

Cooperation with the University

A unique aspect of the CASE program is a working relationship with the department of special education at the University of Florida, which is also located in Gainesville. CASE staff prepare presentations that are designed to instruct University of Florida students in the utilization of paraprofessionals in exceptional student classrooms. The University of Florida students are given information on how they can effectively hire, assign, and utilize paraprofessionals. Another cooperative arrangement is the dual placement of CASE and University of Florida practicum students when possible and practical to do so. Assigning a CASE student to the same classroom as a University of Florida intern allows the University of Florida student to obtain supervised practice in the utilization of a paraprofessional. Another bonus of the working relationship with the University of Florida is the use of doctoral students as instructors and practicum supervisors on the CASE staff. The doctoral students gain experience in college teaching and practicum supervision, and the CASE program gains instructors who are current in their knowledge of research and materials and show initiative in sharing their experiences.

Inservice

Sunland, a large residential facility for retarded persons, is located in Gainesville. Broad educational and rehabilitative services are provided for clients at this center, which is run by the State Department of Health and Rehabilitative Services. Several hundred paraprofessionals are employed there as cottage parents, behavior programming associates, resident training instructors, teaching assistants, and the like. Many of those paraprofessionals have had no formal training in the appropriate handling and training of the institution population.

CASE staff go to the Sunland campus and teach a core CASE course each term for Sunland paraprofessionals. A practicum course is also offered, in which the placements are in their regular job assignments. The paraprofessionals determine projects to complete with their own students, and receive the same supervision, plus periodic seminars, as regular CASE students.

The in-service courses are offered for community college credit, and the course requirements are the same as or similar to those required in the preservice program. The institution also gives a number of in-service workshops

for the paraprofessionals. However, the CASE courses offer them a consistent, sequential, credit producing program of instruction that is quite different from the compulsory workshops.

Evaluation

Total program evaluation is conducted through a discrepancy evaluation model. All current aspects of the program have been incorporated into this format, which compares actual performance with a standard of what should be. The standards are derived from a comprehensive design of the total program. The design is a graphic representation of all the functional interdependencies of the program activities. General evaluation concerns and specific questions are developed from the program design, and instruments are developed to collect data relevant to the evaluation concerns and questions. The resulting collection of instruments allows the staff to examine performance systematically and then compare it with the design to determine to what extent discrepancies exist (Yavorsky, 1975). Discrepancies that are discovered are used as indicators for changes in curriculum.

CASE staff have developed a number of Lickert scale evaluation instruments in keeping with the discrepancy evaluation model. Courses, guest lectures, practica, dual placement, the overall program, and graduate and employer follow-up are all evaluated with rating scales. As discrepancies are discovered between the program performance and the program design, changes are instituted in the program. The changes may be major, as when a new course is added, or minor, as when one section of competencies is altered.

Evaluation of CASE student performance is integrated into each area of the project. The expected outcomes for the students in each of the exceptional student education courses facilitates this evaluation. For these courses, the most immediate evaluation is whether or not students can demonstrate the expected competencies. Instructors and practicum supervisors rate students on their written and verbal answers as well as on their physical demonstrations of competence. The data on specific behaviors in each practicum are used to evaluate both the effectiveness of the student and the effectiveness of the CASE curriculum in developing skills to work with social and academic behaviors.

The CASE staff utilize several means for insuring that the curriculum reflects the roles and reponsibilities expected of paraprofessionals in exceptional student settings. One method is to survey both directing teachers and other teachers in the field of exceptional student education to discover how paraprofessionals are used and to identify the skills teachers desire in paraprofessionals. The types of curricular activities in which the practicum students engage are tabulated on a student self-report form. Following each practicum day, the CASE students record the size of the groups with which they were working; the type of activities in which they were engaged; and any vital information about the materials, reinforcement, or behavior management techniques employed. The type of setting, the staff available in the setting, and numbers and ages of handicapped students in the classroom are also tabulated

on the self-report form. Data from the self-report forms are then summarized and tabulated in a manner that gives CASE staff valuable training information, such as the types of curriculums paraprofessionals are using with various exceptionalities and the group size paraprofessionals are expected to work with in the different settings.

Advisory Board

CASE has a twelve-member advisory board. Included in the membership are representatives of the Florida Bureau of Education for Exceptional Students, public and private agencies, instructional staff, and supervisory personnel, each having some affiliation with exceptional child education. CASE staff meet with the advisory board twice each year to update the board on curent and planned activities of the CASE program. Following the presentation, the board members are given time to discuss among themselves aspects of the program. Board members then provide CASE staff with input on the ongoing program, make recommendations for program alterations, and engage in planning for the future needs of the paraprofessional staff. The benefits derived from convening the advisory board go beyond the valuable input from the exceptional education community. The program receives heightened visibility, and, as a result, students are referred to the program by members of the advisory board and their colleagues. In addition, teachers and administrators seek out CASE graduates when openings are available.

Dissemination

CASE staff consider the sharing of ideas and curriculums to be imperative to the development of their own and other paraprofessional training programs. Particulars of the CASE program, such as course outlines, modules, competencies, evalution instruments, reference lists, lattices, and developmental activities, are distributed to other programs involved in or planning to be involved in training paraprofessionals for exceptional student settings. Many learn about the CASE program through several dissemination sources within the BEH Division of Personnel Preparation. In addition, presentations of various aspects of the program are made to local, state, and national organizations. The interaction at conferences with staff members from other programs has also been invaluable in the ongoing development of the CASE program.

In summary, the training of paraprofessionals for working with handicapped students has been a success. There are always more requests for CASE graduates than the program can provide.

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Grace Hodgson is the coordinator of the Career Associate in Special Education program at Santa Fe Community College, Gainesville, Florida.

The reentry education concept requires visionary planning based on student assessment and proper evaluation.

Reentry Education Revisited: Theory and Practice

Virginia Lockhart

In past years, the concept of reentry education has been endorsed by many educators interested in exploring new directions toward educating the masses. Principally, these new directions have been to offer more intensive educational and social services to educationally disadvantaged persons, including women, minorities, the poor, the elderly, and the physically disabled. These new students brought with them special needs; and college campuses across the nation responded by providing specialized counseling, developmental education, health care, consumer education, and self-concept development. In support of the movement to serve this new clientele, local, state and federal educational agencies provided financial assistance to worthy college programs that addressed the needs of this diverse population.

History

The De Anza Community College Reentry Educational program in Cupertino, California came into existence during he summer of 1970 as a result of a Consumer-Homemaking Education short course, Learn More—Spend Less. The purposes of this course were to recruit adult women from the community who had limited educational backgrounds in order to introduce them to the college, its function, and its services and in order to determine how the college could best be adapted to serve their special educational needs. The intention was to plan an educational program that would address these needs. Twenty-nine women students from the community completed a series

of five morning sessions in this course. A plan for implementing a complete educational program was developed and initiated in the fall of 1970. This programmed curriculum included courses in Consumer Education, Guidance, and Ethnic Studies. The program was financially supported through funds provided by the Vocational Education Act of 1965, part F. The entitlement was used for student's books, fees, childcare, clerical assistance, and supplies. Instructional salaries were paid by the college.

Expansion by Need. In the 1971–72 academic year the project grew rapidly, with a total of 106 students enrolled in the blocked curriculum. A child development center was established in conjunction with the county head-start program. A community advisory board consisting of members from business, industry, social service agencies, and the community was constituted. In 1973–74 the project's blocked curriculum was expanded, and the support service unit was established. The blocked curriculum included courses in general mathematics, language arts, sociology, psychology, parent education, science, and career guidance. Consumer education continued to be emphasized. Evaluations indicated that students needed and wanted such information.

National Model. Assisted through funds provided by the Higher Education Act of 1965, supportive services in counseling and guidance were intensified. These components appeared to be paramount in keeping student attrition at a low level. The project gained fame and was replicated through Title I funds throughout the state of California. It was a model for the state and became a model for innovative education. It was introduced into the congressional records by Congressman Charles S. Gubser on May 22, 1974. Dru Anderson (1974) in an article written for *American Education Magazine,* captured the spirit of the reentry program, its students, its staff, and its philosophy. She stated that WREP (formerly called Women's Reentry Educational program) was turning out a new breed of consumer, one who considered the acquisition of education equally important to the acquisition of goods and services. She hailed the program's success in assisting many women to maximize their potential, thus providing a vehicle by which they could enter the mainstream of academic life and society.

Reentry Today

The program still operates in much the same manner as it did originally. It serves approximately three hundred students yearly—currently enrolled students in the blocked curriculum and those who have completed it. One component of the program, Women in Transition, primarily services women with a limited structured blocked curriculum of social science, guidance, and physical education. Another component stresses consumer education and serves both men and women with a highly structured blocked curriculum of general education courses. Throughout the total program student supportive services are emphasized, since the goal is to assist the reentry student in attaining at least two or three quarters of successful matriculation. This is accomplished by eliminating as many artificial barriers as possible. Special counseling, orientation, and registration are provided to ease access.

Personal contact is established between the reentry staff and the prospective student. Individuals contemplating a return to school often need extra support, encouragement, and some indication that the educational system can provide an interpersonal environment. Many prospective students have turned their backs on education as a vehicle by which they can make changes in their lives. Too often the institution is perceived as a place of isolation from and apathy toward individual circumstances. This is especially true for persons who have been removed from formal education for a number of years, or who have never been exposed to higher education. For these reasons personal contact is important before the student's actual enrollment in the program. Institutional personnel must show that they believe in the value of education and empathize with the student's personal circumstances. Caring personnel are the key to any recruitment effort.

Services: A Crucial Element

Supportive services are crucial to any human service program, and they determine how long students stay with the college. For this reason, the De Anza program has developed a supportive system that includes a Child Development Center, a social service team, and a structured counseling program. All units of the system are interdependent for successful operation.

Parents and Children. The Child Development Center serves preschool children of parents in both blocked curriculums during the hours they are in class. This developmental program has a Montessori-based curriculum and stresses the involvement of the parent in the child's learning. Developmental parent educational classes are a part of the blocked curriculum and are required for all student-parents who utilize the services of the center. A consumer nutrition program is provided for both parent and child. In 1977 a special preschool nutritional education project was conducted in conjunction with the campus department of consumer and homemaking education. Parents and children were introduced to new concepts of preschool nutrition and money saving techniques for meal preparation. This project originated out of the students' expressed need for more information on quick and low-cost meal preparation. Many felt that the added burden of school left them little time to spend in the kitchen.

Resource and Referral. The social service team, an important component of reentry, assists both parents and nonparent students with orientation, registration, and referrals to campus, community, and private agencies. In order to facilitate problem solving, a close liaison is maintained between the team, each agency, college counselors, instructors, and the reentry student. Many students have problems with housing, health, childcare, welfare, financial aid, tutorial assistance, and educational disabilities. Generally they lack knowledge of the available resources. It is this team's responsibility to sort out community and campus resources, make the proper referrals, and engage in follow-up of the student. In the case of an ill student, team members might make home visits in order to assist an individual in keeping up with missed classwork; they might escort a student to court during a difficult divorce proceeding; they might accompany a student to the welfare department; they

might provide crisis intervention; or they might provide a listening ear. And though the unit's active involvement in the community, it also functions as a recruitment vehicle. The social service assistants are specially trained former reentry students who are intimately aware of the problems reentry students face.

Specialized Counseling. No reentry program is successful if its counseling program relies exclusively on traditional academic counseling methods. Rarely does the reentry student know what he or she wants from the educational institution. In fact, most do not know what it offers. Specifically, reentry counselors must possess the ability to deal with the special psychological dynamics that surround these students. For the sake of independence and self-sufficiency, counseling must first foster interdependency among the group—an approach that facilitates cohesiveness and cooperation. For this reason, the group is kept "intact" for a period of time. The students learn from one another. Each student has survival skills that can be shared with others.

The reentry process can be categorized by the stages of development through which the student passes. The counselor must be able to identify these stages and respond accordingly (Lockhard and Cassey, p. 1973, p. 21). The first stage can be categorized by the intensive anxiety felt by the student, and personal contact with and immediate access to the reentry counseling staff are imperative. The students also need the security of a group. The counseling staff and group must help the student clarify his or her intentions and eliminate the "fear-of-failure" syndrome. This is a process of developing identity. It is usually at this stage that many students reject traditional education if they are not reached through specialized counseling techniques. They often believe that there is no place for them in an educational arena.

The second stage is identified by the student's beginning consciousness of the total group. The student realizes that there are others who are experiencing similar traumas of adjustment. The counselor is the chief facilitator of this realization by encouraging students to discuss their fears freely, a technique used in may therapy groups. The student eventually solicits support from other group members, and the counselor facilitates the initial "coming together." Group interdependence plays an integral role in helping students overcome the difficulties associated with blending their academic and social being.

By the third stage, the student has developed strength and is aware of the power and self-confidence that he or she and the group have attained. The counseling staff has provided an effective model, and it is at this point that the counselor prepares the student for the eventual break from the program. This general process takes from one to four quarters, depending on the individual student (Lockhart and Cassey, 1973, p. 21).

Instruction

Instruction plays a key role in the success of the reentry student. Instructors must be flexible enough to accommodate all manner of interruptions in the traditional methods of teaching, and in order to facilitate concept development, they must be ready to pull from a reserve of instructional tech-

niques. They must believe that their subject matter can be taught to a "babe in arms" and must be ready to modify their usual methods while still demanding excellence.

In the De Anza program, the concept of subjectivity versus objectivity is reinforced throughout the first-quarter blocked curriculum. The reentry student has previously been "closeted" and comes to the classroom with a set of preconceived notions. The student must learn to objectify before true learning can take place. She or he must realize that "while I might not agree with theory X, I must be able to understand it if I am to succeed." It is this challenge that the instructor must accept.

Evaluation: From Here to Where

The program staff has always believed that changes should be based on need. Need can only be determined through assessment, and evaluation should serve only as a means for determining success. Decisions must be based on program evaluation. The blocked curriculum and supportive services are evaluated annually by the participants. Program changes are based on these evaluations. Generally, there is a high positive response from students as to the quality of instruction, course organization, and benefits. In conjunction with the Center for Adult Education, Teachers College, Columbia University, a discrepancy evaluation was developed and administered in 1977. Perceptions regarding program goals, objectives, practices, and progam emphasis were highly correlated between present and past participants, program staff, faculty, administrators, and advisory board members. Present students tended to place a higher value on job preparation than either faculty or past students, thereby indicating changes in the student profile. Past students tended to place more value on self-concept development and self-awareness (Mezirow, 1977). For this reason, more intensified efforts have been directed toward career education.

Currently one of the goals of reentry education is to assist students in problems relating to their role as consumers. In addition to the formalized consumer education courses offered, seminars, lectures, and workshops dealing with this subject are also offered in an attempt to help students make better personal and social decisions relating to their involvement in the marketplace. Students completing the course on buying skills, techniques, and alternatives were tested for their awareness and skills in consumer purchasing. When compared with Psychology IA students who were administered the same test, the reentry consumer education participants scored demonstrably higher in their mean scores with a t-test significance level of 0.05 (Lockhard, 1978; p. 10). Consumer education will continue to be included in the program until there is evidence that it is no longer needed.

The Future

It is hard to determine the fate of reentry education in a period of economic uncertainty surrounding education. Rippey and Roueche (1977; p. 55) note that reduced funding will certainly have an impact on special programs

aimed at nontraditional students. They believe that because special populations of students require administrators and faculty to intensify their efforts, the added burden of reduced funds will escalate a return to selective admission. The temptation is to curtail open access. Recruitment of nontraditional students may be reduced.

For many who work with nontraditional students, it has indeed been refreshing to see students move from a place of alienation and isolation to become viable and productive individuals who are concerned about the state of society. Rippey and Roueche (1977, p. 58) ask:

> Does it make sense to provide access only for those who need it less? What are the costs to society of assisting the students most who need it least? Community colleges would be well-advised to carefully address these questions prior to dismantling their recruitment of nontraditional students . . . . There is new evidence that students with the greatest deficiencies learn the most . . . . To reduce educational support now is to close off doors to our citizens who currently have no foreseeable options.

In education today, and particularly in community colleges, nontraditional students appear to be the traditional. But this has not always been the case. History reveals that formalized education has always been selective. American education has changed history in the past few years. Let us hope that we in higher education do not return to traditional practices of education for the select few. It may be that when we educate one nontraditional individual the sphere of influence widens to a whole family, to a community, and thus to society at large. The resulting benefits may be far more than we can visualize.

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Virginia Lockhart is administrator for the Reentry Education and Women in Transition programs, De Anza Community College, Cupertino, California.

A program to assist the many women now eager to embark on nontraditional, technical careers.

FACET: Making Something Happen for Women

Alison Y. Caughman

As a result of legal action taken during the late 1960s and early 1970s, educational and employment barriers to fair and equal treatment for women are now clearly against the law. The news media and popular literature regularly tell of women who have reached the top in this or that profession. Yet equal access remains an elusive, even unattainable goal for most women. Bureau of Labor statistics continue to indicate that full-time female workers earn only 57 percent of the wages of their male counterparts. *The median earnings of women with five years of college are about equal to the median earnings of men who have dropped out of high school.*

Segregation of the Sexes

How can such inequities in pay continue when there exists powerful legislation that makes discrimination on the basis of sex illegal? There is in this country a de facto segregation of the sexes that serves to perpetuate the existing employment pattern: two out of every three women workers today are in sales, service, allied health, or clerical work, all of which are relatively low-paying occupations. Men, moreover, tend to shun these fields. Sixty-three percent of service workers, 69 percent of retail sales clerks, 72 percent of health technicians, and 77 percent of clerical workers are women.

An analysis of the enrollment patterns in community and technical colleges shows that these institutions tend to reflect and perpetuate the situation. Such a study was conducted recently at Trident Technical College in Charles-

ton, South Carolina, and it showed that fully two-thirds of the associate degree and diploma programs offered had enrollments that averaged either 96 percent male or 96 percent female. The "female programs" were in office occupations and allied health, and the "male programs" were in the engineering and industrial technologies. In response to this imbalance, the college decided to embrace a practical philosophy of providing specialized programs and services to encourage and support women entering and enrolled in nontraditional programs.

Careful Planning Yields Results

In 1976 the Trident Technical College placement office became aware that industries in the area were interested in hiring women with degrees in engineering technology. A search for women to refer to industry revealed that there had been few female graduates and only a small number were currently enrolled in engineering technology. At the same time, the college realized that enrollment in engineering technology had declined to a new low. These two facts led to a planning committee being formed to explore ways to attract women into engineering technology. The committee worked on the assumption that engineering technology would offer women well-paying jobs with a future and that there were many women who would find the area challenging. The committee was composed of engineering technology faculty, counselors, placement and development staff, and others who were simply interested in promoting the idea of women in engineering technology. All areas of the college were involved in the planning; which seems to have been one of the major reasons for its success. The committee talked to local businesses and industries and other educational institutions to get direction on how to interest and prepare women for engineering technology. It found some specialized projects at Purdue and Georgia Tech, but could not find a prototype in any two-year college. As the planning took focus, it developed into the idea of FACET: Female Access to Careers in Engineering Technology. A formal proposal was written and funded for $67,000 by the State Department of Vocational Education.

In order to get women interested in and aware of the career opportunities in engineering technology, the Public Information Office of Trident Technical College planned and conducted a concentrated and comprehensive public awareness program about FACET in the community. This effort emphasized the desirability of engineering technology as a career choice for women by spotlighting local women already working in the field. It was no easy task to find such role models, but a few did exist, and they were featured in a film called *Make Something Happen*. The film was made in the summer of 1977 as a part of the overall effort to encourage high school girls to consider embarking on a career in one of the engineering technologies.

The areas offered were architectural, chemical, civil, electrical, electronics, and mechanical engineering technologies. The project called for a special introductory course to be developed during the year and offered in the summer of 1978 to 100 high school junior and senior girls.

The project director was hired in June of 1977 to direct the program. Her previous experience in education had been as a mathematics teacher and project director in the public school system; so her first task was to educate herself about the technical education system in South Carolina and its relationship to industry. The summer period proved to be crucial to the project's later success: during this time, the project director made contact and established a working relationship with the faculty and staff of the institution and the representatives of local industries. She sat in on many engineering technology classes, actually enrolled in one class as a student, and toured approximately twenty industrial sites. It is not possible to overemphasize the value of this process because it enabled her to get to know persons who would later help with the special summer program. It also gave her the background to speak knowledgeably about the field of engineering technology to potential students.

Once the director had met a substantial number of campus staff members, a curious thing began to take place. Several of the staff knew and referred her to individual women who were planning to enter or return to school. She contacted these women with the information that the college was making a special effort to attract women into engineering technology programs. Some were interested and some were not, but many passed the word along to their friends, and before long women began to inquire about the program. Although the original concept of FACET called for a year of promotion to be followed by an increase in female enrollment in the fall of 1978, hopes began to rise that perhaps the enrollment would increase in the fall of 1977, after only two months of project operation. When fall registration was complete, sixty-two women had enrolled in engineering technology. This represented an increase of 139 percent over the twenty-six women who had been enrolled the previous quarter. Clearly there existed a large pool of women in the community who were anxious to pursue such a career.

Because the funding source had stipulated that the project concentrate its expenditures on high-school-aged women, this influx of "older women" (who generally ranged from twenty to thirty-five) came as a welcome boost to FACET's efforts. An immediate attempt was made to contact each student personally, to let her know that she was a member of a special group, and to say that she could contact the project director if she experienced any difficulties. The project director was assigned an office in the engineering technology area so that she would be seen by the students as a member of the engineering technology faculty. This proved to be important because there were no women on the engineering technology faculty, and her task of getting to know students and faculty personnel was made easier. The goal was for each woman to realize that she had in the project director an advocate on the staff who would be of help whenever possible. Because the college has a strong system of support services for students, the director was able to make referrals to free tutoring or counseling as problems arose.

The project director also circulated a list of the female engineering technology students to all faculty who taught them and asked that she be notified if any experienced any academic difficulties. Since first-year students spend most of their time in required core courses in math, English, chemistry,

and physics, this was important because the nonengineering technology instructors in the arts and sciences were made aware of the project and became a part of it. In the past, attrition during these required courses had been a major problem, with students dropping out without ever having had an engineering technology course. With this method of intervention, academic difficulties were sometimes resolved before becoming irreversible.

The project also sponsored monthly meetings of the women engineering technology students on topics that they had selected themselves, such as coping with men on the job, assertiveness training, and anxiety management techniques. Through this group, they were able to meet women already working in engineering technology and to learn what to expect in the job market. They also were able to meet each other and become friends.

High Schools Show Interest

In the meantime, the major thrust of the project's efforts was toward the high school students. Once the film *Make Something Happen* was ready, the project director began a series of visits to each of thirty-five area high schools. Since high school counselors are constantly barraged with persons wanting to sell this or that program, she tried to make her approach a little different. First, she offered to give a forty-five minute talk to small groups on the importance of career planning and the wide open opportunities available for those who prepare themselves for technical careers. Second, although she asked to be able to speak to junior and senior girls with ability in math and science, she offered to speak as well as any group, male or female, and at any grade level. The response from the counselors was truly gratifying. At some schools she spoke to six different groups. The secondary schools are currently under a great deal of pressure to provide "career education" for their students. But since most secondary school personnel have spent their entire lives in schools either as students themselves or as workers, they have little or no knowledge of other work environments. The director found teachers and counselors grateful to have someone volunteer to speak about the opportunities in industry.

In her talk, the director used some of the shocking statistics on women in the work force and also attempted to involve the students by eliciting responses from them. One fact always particularly interested them: the median income in the United States for women with five years of college is about equal to the median income for men who have dropped out of high school. And the only viable solution many experts see to this inequity is for women to abandon the "female jobs" and train for the more lucrative "male jobs" such an engineering technology. Midway through the talk, she would show the film and would conclude by describing the special summer program for high school girls that FACET was sponsoring. During the year aproximately 1,800 high school students were reached with these talks. Approximately 1,200 of them were in the target group of junior and senior girls.

By February the high school visits were completed, and the applications for the summer courses were beginning to arrive. A series of radio and television advertisements were made from the film and aired in the media for a

period of six weeks. These ads served not only to remind the high schoolers about the program but also to give the listening and viewing population the message that engineering technology was an attractive and lucrative career for women.

The college had absolutely no idea what kind of response it would get in terms of numbers of applications, but ultimately 130 were received. An admissions committee was formed; its members were two engineering technology faculty, a counselor, the admissions director, the director of the college's Career Development Center, and the project director. Acceptance to the program was based on a point system using five criteria: the number of high school math and science courses taken, the grades earned in those courses, teacher recommendation, a written statement from the applicant, and a personal interview with two committee members. The interviewing process was time-consuming but extremely fruitful, because it required a certain amount of commitment on the part of the applicants to come to the college for this purpose. Approximately twenty-five candidates never came in, and eighty-four actually registered for the class. These students came from over twenty high schools. They had rural, urban, and suburban backgrounds. Approximately 40 percent were black. The group appeared to be representative of the local population.

Virtually all the students who were selected had taken at least Algebra I in high school, and most had completed a minimum of two years of algebra and one of geometry. Their math achievement was tested with the college placement test, however, and it was found that approximately two-thirds of the students did not have adequate preparation to enter the regular engineering technology curriculum. Three special sections of preparatory math classes were therefore set up at three different levels for these students. Almost all agreed to take the math in addition to the special exploratory course. Both the exploratory and math courses were offered tuition-free.

Summer Curriculum Created

While the screening process was taking place, over fifteen faculty and staff members were involved in creating the curriculum for the special course and team-teaching it. It was to run a total of 126 hours over an eight-week period. After much discussion and planning, a final allotment of these hours was agreed upon, with each contributor indicating the number of hours he or she would like and what the content of those hours would be. The final curriculum was broken down as follows: each of the engineering technologies (architectural, chemical, civil, electrical/electronics, mechanical)—eight hours; creative problem solving—sixteen hours; industry tours—twenty hours; industry speakers (women role models already working in engineering or related fields)—six hours; physics—eight hours; data gathering—four hours; measurement—six hours; assertiveness training—eight hours; machine tools—eight hours; small engines—eight hours; orientation—two hours. Arrangements were made for the class to be offered on a pass/fail basis and to award two hours of elective credit for it. Thirteen faculty and staff, all of

whom worked on the design of the curriculum, agreed to teach it. Materials were ordered. A schedule was built around the regular curriculum courses being taught during the summer. Industry tours and speakers were scheduled and confirmed. The Levi Strauss Company donated denim shoulder bags to house the calculators, safety glasses, notebooks, and other materials the students would be receiving.

All activities except for the tours and speakers were laboratory-oriented, with a heavy emphasis on active participation. The students were divided into groups of ten or twenty for the various labs. Since no particular sequence was required for curriculum activities, they then rotated through the various experiences. In addition to these lab activities, each student went on ten industry tours and heard presentations by three panels of women engineers and technicians. The tours and talks were essential to the curriculum because they provided a crucial view of the reality of the working world. One girl fainted from the odors of a chemical plant; many were shocked at the uncomfortably high temperatures in a steam generating plant. All were able to hear women explain the pressures they must cope with as females making their way in a "man's world." Eighteen speakers and nineteen area businesses and industries contributed to this aspect of the curriculum.

At the conclusion of the course the students were overwhelmingly supportive in their evaluation. Eighty-five percent indicated they probably would train for a technical career, some in engineering technology and others in engineering. Of the twenty-eight who had graduated from high school, twenty enrolled in the fall in either engineering or engineering technology programs. All those who finished the course rated it excellent or good, and they recommended that all sections of the curriculum be repeated in the future. Interesting enough, nearly half felt that tests and homework should have been incorporated into it.

A typical comment was, "I have had more fun in this program than I have had at any other school." One comment, which was not typical in that it came from a student who had become a mother in 1976 at the age of fifteen, was especially gratifying: "I have complained about getting up in the mornings, but I've realized that I have to give something in order to get something out of it. I would like to say that I have really enjoyed it, and hope that the program will continue, because I have a younger sister who is interested in this type of program, and maybe my little girl will become part of this program." This student will be graduating from high school this spring and plans to enroll at Trident in engineering technology in the fall of 1979.

New Directions

The first year of FACET proved to be very successful, at least as it related to high school students. However, as the year progressed, the college became acutely aware that it was not fully addressing the needs of women out high school. Funds were therefore sought and received from the Office of Career Education in Washington to expand the program. While the first-year

activities with the high schoolers are being repeated, there is now a new phase called FACIT: Female Access to Careers in Industrial Technology.

Clearly there are many women in and out of the work force who are anxious to learn marketable and lucrative skills. At Trident there are now 100 women enrolled in engineering technology as a result of eighteen months of effort. During the first project year, however, many women expressed interest in FACET but felt that they either could not afford two years of concentrated schooling or could not handle the fairly rigorous math and science required in the engineering technology curriculum. Others wanted to take the summer course for high school girls, and since there could be up to 100 participants, the extra spaces were made available to them. Only three women enrolled, however; of these only one finished the course. The problem was that for a woman busy with home, or work responsibilities or both, the summer course was simply too time-consuming.

In respoonse to all these needs, the college is trying out some tentative solutions. Under the new project, which is now known as FACET/FACIT, women are able to enroll in one quarter exploratory course in the engineering and industrial technologies. In a total of eleven three-hour sessions, they are examining fourteen nontraditional careers, which include machine tool operation, welding, electronic servicing, industrial electricity, industrial drafting, auto machanics, auto body repair, aircraft maintenance, and the engineering technologies already cited. A full-time project counselor is working closely with these women as well as with the women already enrolled in the nontraditional curricula at the college. Once again a heavy emphasis is being placed on lab activities and on the introduction of role models to the participants. This time twelve faculty and staff members are involved in the team-teaching. In a sense, twice as much is being attempted with this course in a quarter of the time of the summer program. It is an ambitious undertaking and will take place during the 1978—79 academic year.

Two sections (day and evening) of this class are being taught in the winter, spring, and summer quarters, with twenty women in each section. Once again it is diffcult to know what to expect, but the preliminary indications are that the interest among the women is high. One brief news article highlighting a beautician of twenty years who is now studying industrial drafting at the college resulted in a flood of calls of inquiry. Both sections of the class are filled, and there is a substantial waiting list. As with the summer course, the class is being offered free of charge, but this time for continuing education units.

The ultimate goal of FACET/FACIT is to recruit, train, and graduate women armed with skills that will enable them to pursue careers that are personally and financially rewarding. By 1980 it is hoped that the college will be graduating at least thirty-five women yearly from the diploma industrial technology programs. The initial success of FACET indicates that these are not unattainable goals. Considering that in the twelve years between 1965 and 1977 fewer than fifty women had graduated from all these programs combined, these goals are impressive. As indicated by the title of the film, Trident Technical College is attempting to Make Something Happen in women's lives.

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Alison Y. Caughman is the project director of the FACET/FACIT project at Trident Technical College in Charleston, South Carolina.

A college-community partnership has demonstrated significant potential for identifying and fulfilling the needs of rural women.

Serving Rural Women: A College-Community Partnership

Shirley H. Woodie
Mary D. Bauer

Enterprise State Junior College is located in rural southeast Alabama. The major sources of income in the area are farming and farm-related industries. A unique monument to the boll weevil stands in the center of downtown Enterprise—a tribute to the pest that in 1919 forced farms to plant peanuts, soybeans, and corn and end their dependence on cotton.

Small towns characterized by family-made businesses, a public school, several churches, and sometimes a public library hold the open areas together. The people are conservative. They believe in education, the work ethic, and traditional family values. The rural flavor is made somewhat more cosmopolitan by the culturally diverse population associated with the U.S. Army Aviation Center, located six miles from the campus. With some exceptions, however, most women in the area consider their primary roles to be wife and mother, and those who are employed generally work in low-level jobs for the minimum wage.

From the time Enterprise State Junior College was established in 1965, one of the college's goals has been to serve the educational needs of all adults, including women, in our area. Before 1974, no special program for women had ever been attempted, and no one was sure whether such a program would be successful. However, the college was committed to the effort, and we devel-

oped an application to secure funding for the program under Title III of Higher Education of 1965. In July 1974 we received notification that the application had been funded, and we began work on what has proved to be one of the most exciting ventures in the history of the college.

For more than four years, the college has been working in partnership with the local community on a special program for rural women. We have helped women of all ages and educational levels discover aptitudes and options, upgrade job skills, and learn other vital information. More than 20,000 registrations have been recorded; rural women have accepted the program!

One of the most significant factors in securing early community acceptance was the college president's appointment of an eight-member advisory committee. The committee was broadly representative of our college and community; appointments were based on age, sex, race, interests, expertise, and community affiliations.

Over the years, the advisory committee has changed from discussion group to a working group, chaired by a community representative. In the beginning, the committee identified target groups of adult women in the area, outlined the needs and interests of each group, and suggested programs to meet the needs. Now the committee is more active, and much of their work is accomplished through advisory committee task forces. These five-to-seven-member task forces deal with financial aid for women, outreach and public relations, Women's Center volunteers, and program evaluation. In a period of only four weeks, one of the task forces identified local, state, and federal sources of financial aid available to mature women, developed a directory describing how to apply for the aid, and distributed the directory throughout the area.

In addition to the advisory committee, other factors have also influenced our success: comprehensive needs assessment, counseling sensitive to women's needs, flexible programming, special support services, and continuous evaluation.

Needs Assessment

Committed from the beginning to the concept of a partnership between the college and the community, our first objective was obvious—to learn much more than we knew about the women in our community. We knew some things. We had lived and worked in the community. We were familiar with the census data, which confirmed obvious educational deficiencies among the people in our service area: a functional illiteracy rate exceeding 15 percent, an average grade completion of 10.1 years, and a median income of $5,886. One of the difficulties in assessing needs was evident from the outset—the census data did not isolate the special characteristics of women. We had to know more.

Despite limited staff and time, we felt that direct personal contacts were necessary to understand the social and cultural milieu in which the program would operate. Our president gave his enthusiastic leadership to the effort. He

identified key members of each community in our service area and helped us to arrange meetings with them. In retrospect, these visits proved to be worth more than the investment in staff and time since they helped us to establish the personal relationships necessary for an effective college-community partnership.

Initial visits were made throughout the college service area, which includes all or portions of seven different counties. In this large area there are only two towns with more than 10,000 people. Typically we drove thirty miles to a small community and talked with the people most aware of the needs and interests of the women in that area. Usually we met with extension service personnel, librarians, directors of programs for senior citizens, hospital and health department staffs, managers of small businesses, and elected officials. We often spent an entire day in a community, asking questions and listening to the concerns of the people.

Within days we began receiving calls from women in outlying communities, asking us to come and talk with interested groups of women in their areas. A typical request came late on a Friday afternoon. In less than a week after learning about the program, a determined homemaker had conducted her own local needs assessment. In a community of 300 people, she had secured commitments from forty women to meet in the town hall on the following Monday to assure us that they would enroll in courses offered locally.

Now, every month, we meet with groups of women whose concerns range from job skills and health care to human relations and survival techniques. Sometimes we discover more needs than we can meet, but much more often we find through our college/community partnership the resources necessary to respond effectively.

From the time the college was established, administrators had been concerned about the lack of valid and reliable information about our community. Programs for special populations, such as the proposed Women's Program, intensified this concern. Lacking resources to design and conduct a really comprehensive survey, the college contracted with a private consulting firm. The goals of the survey were to determine the extent and accuracy of the public's information about the college and to identify the programs and services desired. Over a period of several months, college representatives and consultants worked cooperatively to specify and isolate special target groups within the population, select a scientific sample, conduct interviews, and tabulate and analyze data. The result was a rich source of information about the community as a whole and our first hard data about and from women. Most of the data verified what we already knew about women in our community. What surprised us was how little they knew about the college. Improving public relations was clearly one of our biggest challenges!

To supplement and update the information in the comprehensive community survey, the college's director of institutional research now conducts quarterly and annual surveys of women over twenty-one years of age enrolled in credit and noncredit programs. These surveys identify groups of women not being served and indicate additional programs and services desired. In addition, women's center staff identify special needs by administering interest questionnaires to special target groups.

Comprehensive needs assessment is, in our opinion, the single most important factor in developing successful programs for special groups.

Counseling

Based on early needs assessments, we established our second major objective—to provide support for women in our rural community who wanted to realize more of their potential. We had talked with women from all age groups, socioeconomic backgrounds, and educational levels; all placed high value on the traditional roles of wife and mother. Many wanted to live more fulfilling lives but did not know how or where to begin. Their lack of confidence, their inability to make decisions, and their guilt about their possible neglect of family responsiblities made action even more difficult.

To respond to these problems, we developed a comprehensive counseling sessions which were especially effective. In most cases, these meetings provided the first opportunity for rural women to discuss their shared concerns. Interest was overwhelming. Eighty rural women registered for Who Am I?, our very first group counseling program. This experience dramatically illustrated the significance of our group counseling objective. It also taught us to schedule programs frequently, limit enrollments, and establish registration deadlines. Programs such as Being a Woman, Divorce Survival, Rational Thinking, Decision Making, Reentry Orientation, Career Options, Life Planning, and Assertiveness Training are now an established part of our offerings.

Making individual counseling more responsive to the special needs of women was another challenge. A female counselor already employed by the college agreed to work with women in the program. The women's Center paid travel expenses for this counselor to attend several training programs dealing with the counseling needs of mature women. The programs emphasized practical strategies for recognizing and responding to these needs. Individual counseling for any woman desiring it is now available free of charge both day and night. Comprehensive testing services—interest, aptitude, and personality tests; the General Educational Development test; and the College Level Examination Program—are also available in the college's counseling center.

Programming

The third major objective of our program is to help women upgrade their education through flexible programs developed in partnership with the community. These partnerships have paid rich dividends.

Partnerships Result in Coordination. At the time we began our program, many fragmented efforts to upgrade education were already in existence. For example, a local rescue squad was seeking emergency medical training for its members. The college had training materials available and personnel to coordinate classes. A hospital had appropriate facilities and medical staff to assist with instruction. The resources of all of these groups are now coordinated to provide emergency medical training. This is one of many programs improved through cooperation.

Partnerships Improve Access. Many women are unable to travel long distances to participate in educational programs. Local communities have facilities—public schools, public libraries, town halls, hospitals, senior citizen nutrition sites, farm centers, human resource development centers, and extension service meeting rooms—within easy access. The junior college has faculty, curricula, and support services. Through partnerships, educational programs are available in the local communities.

Partnerships Make Possible Community-Based Programs. Facilities readily available in one community are not available in another. Program offerings extremely popular in one community will attract few participants in another. The meeting days and hours satisfactory to one community may conflict with other functions in another. A person with special talents for teaching a class in one community may not be available to another. Women who live in a community are familiar with these local resources and customs; the Women's Center staff is not. Therefore, from the very beginning community coordinators have worked on a part-time basis as paid members of the Women's Center staff. In cooperation with the program director, community coordinators identify courses needed, develop course descriptions, recommend instructors, publicize offerings, secure facilities, administer midcourse participant evaluations, and serve as general liaison between the college and the community.

Partnerships Enhance Offerings and Participation. The richly varied programs and services offered through the Women's Center attest to the strength of college/community partnerships and the flexibility required in such partnerships. Almost daily, representatives of community agencies, local businesses, and civic groups call the Women's Center staff to discuss some special need and possible program reponses to the need. Several examples will serve to illustrate the significance and extent of college/community cooperation.

One of many requests from the local Human Resource Development Center was for an educational program dealing with the health concerns and changing lifestyles of minority women, aged fifty to eighty. Women's Center staff worked with several agencies to develop a ten-hour course, The Mature Woman. Staff members from a local hospital, a senior citizen's organization, a mental health center, and the junior college taught the course at the Human Resource Development Center.

Representatives of ten local and regional agencies have participated in seminars entitled Financial Planning for the Family. In three such programs, approximately 400 persons asked and received answers to questions dealing with such matters as wills, retirement planning, and organizing for emergencies.

Concerned about lack of information on child abuse, a local women's organization worked with the college to offer a special seminar. A clinical psychologist, a minister, a police chief, the director of a Department of Pensions and Security, a physician, a county judge, and the director of a regional mental health clinic all combined efforts to help participants recognize and respond to problems of child abuse.

Many courses have been developed in cooperation with local businesses and industry to increase the employability of women and to upgrade job

skills. Typical examples include management skills courses, a career fair, and decision making and assertive communication workshops. A real test of our flexibility came in response to a speech by the junior college president in which he assured community leaders that the college was prepared to develop special programs in response to community needs. We had never anticipated that a local industry in rural southeast Alabama would need and request a course in Brazilian Portuguese! To add to our surprise, we found a qualified instructor with teaching credentials and fluency in the language. The need was met.

Support Services

A major factor in the Women's Center's success is that the center is an integral part of the total college program, receiving wide support from all college divisions. A good example is the career planning/job placement service for women provided by the Career Development Center. This center houses more than 15,000 units of up-to-date career information—books, career and decision making films, employment outlook data, audio visual presentations, pamphlets, and college catalogues. Career Center staff are currently assisting women with career planning and job placement, developing a special collection of career information of interest to women, assisting Women's Center staff in presenting career-related workshops, and reviewing all career materials to identify sex-biased information and seek corrective action from publishers. Other support services include on-campus childcare for the children of full-time students and a women's resource library in the Learning Resources Center.

In addition to the support services provided by other college divisions, the Women's Center has established a returning women's organization and an information and referral service. In our early discussions with women, we realized that many were unaware of the services provided by helping agencies and that frequently they did not know how to use the services of which they were aware. In cooperation with service agencies throughout the area, the Women's Center staff and advisory committee have compiled and disseminated three major resource directories: a childcare guide, a directory of financial aid for mature women, and a comprehensive social services directory.

Evaluation

Evaluation is generally considered the weakest element in special programs for special populations. Although the process of appraising programs is complex, certain factors have strengthened our evaluation efforts.

First, bases for evaluation were included in the statement of our initial objectives for the program. Although we were quite apprehensive in the beginning about whether rural women would respond at all, we set ambitious one-year and five-year goals relating to both quantity and quality. For example, we set numerical goals for the number of short courses, seminars, and workshops to be offered; the number of registrations to be recorded; the number of minority women to participate; the percentage of persons to complete programs; the percentage of participants to give favorable responses on mid-

course evaluations; the percentage of participants to indicate positive changes in their lives as a result of program activities; the number of women to be tested and counseled; the percentage of clients to respond positively to counseling services; and the number of persons to use information and referral services as well as the women's resource library.

Our goals proved to be less ambitious than we had anticipated; or more likely perhaps, having stated the goals, we worked more diligently than we might have otherwise to insure that they were achieved. At any rate, each year we have exceeded our numerical goals.

In addition to these quantitative measures and our on-site evaluations of instruction, the program is evaluated annually by a team of qualified consultants. Before their visit to the campus, the team is provided with a detailed description of program objectives, activities, and internal evaluation data, so that they are familiar with the program when they arrive. While on campus the evaluators visit program activities, review materials, and interview program participants, Women's Center staff, and other college faculty and administrators. They prepare a written report detailing program strengths, weaknesses, and recommendations for improvement.

Challenge for the Future

The real success of our college/community partnership is reflected in the impact of the program on the lives of women in the area. Typical examples are the mother of four who attended a Career Options Workshop and Assertive Communication Seminar and later secured financial aid, enrolled in college credit courses, and was named to the dean's list; the woman who dropped out of high school approximately twenty years ago and recently enrolled in Preparation for the GED Test, earned the high school equivalency certificate, and obtained a full-time job; and the woman who enrolled in a management seminar and received a promotion to a top management position a few months after she completed the program.

The challenge for the future will be to continue a program responsive to rural women during a period of increasing demands for services and decreasing funds. The scope of the problem was reflected in a 1977 report of a presidential commission studying the educational needs of rural women. The commission recommended special policies and programs to overcome the documented problems of isolation, poverty, and unemployment of the more than 34 million rural women and girls in this country. The recommendations did not surprise us; for four years we have been helping rural women deal with problems such as these. With the continued commitment of the college and a firm basis of community support, we hope to meet this challenge in the decade of the 1980s.

Shirley H. Woodie is director of federal programs at Enterprise State Junior College, Enterprise, Alabama.

Mary D. Bauer is director of the Women's Center and Community Service program at Enterprise State Junior College.

Effective response to women's needs require fundamental and campuswide change with a minimal shifting of resources.

Equity: Not for Women Only

Anne Stewart

There is much talk today about colleges initiating programs to service the most recently discovered pool of potential students—women. With increasing frequency, presidents and deans proudly introduce their new women's program coordinator.

The more one listens, the more one becomes confused. Some of the coordinators work part-time, others full-time; some work for counseling, others for Community Education or Social Science. Some are young and obviously ambitious, but seem somewhat naive about institutional processes. Others may be mature, responsible veterans who have national reputations as competent administrators. Still others strike one as "women's libbers" who have "no sense of humor" and rhetorically accuse institutions of "oppression."

Ask about their particular program and they may say they work with "displaced homemakers," teach something called "Women's Studies," or help women move into "nontraditional" jobs. Some describe their responsiblity as directing a "women's center." On the one hand, some women's centers are described as hotbeds of unrest that cater to "frizzy-haired radicals"; on the other hand, one also gets the impression that an increasing number of campus women's centers are providing a supportive entry point for homemakers and others who may be hesitant to return to school after a number of years away from education.

What, then, is a women's program? Whom should it aim to serve and what should be its goals? Is it opening Pandora's box? How can one guarantee that resources will be well invested and truly serve the interests of the college and the community?

The dilemma is real. The challenge is to provide educational opportunities that help women and men adapt to a rapidly changing society. There are few models for accomplishing this work. On our own campus there have been false starts and dead ends. I welcome this opportunity to share some of the definitions, strategies, and methods that have proven effective in our setting.

Our institutional investment now includes a coordinator's salary, an annual operating budget of several thousand dollars, and space for a women's center. The returns on this investment have included proof that institutional rigor mortis has not set in—the institution is in fact adapting to the changing needs in our community, public relations for the college are positive, new pools of students are enrolling in all programs, productive new sources of community involvement and support for the college are appearing, and the staff is reenergized by the excitement of finding creative ways to open uncharted areas.

I will briefly summarize Lane Community College's approach, developmental process, and the events that ultimately proved to have a positive impact. I will point out some advantages and disadvantages, as I see them, to our approach and some do's and don't's regarding implementation.

The Overall Approach

The objective of the Women's Program at Lane Community College is the elimination of sex-role stereotyping on our campus. Our approach is based on the premise that this requires comprehensive, fundamental, campus-wide change.

The strategy has been to provide a central office to stimulate identification, implementation, and maintenance of the changes needed throughout the campus. The function of this office is to serve not as a policing agent but rather as a catalyst to help college employees assume their individual responsibility in achieving educational equality. The college is committed to a developmental, comprehensive, and long-range approach.

What led us to adopt this approach? Trial and error. Until quite recently I wished we had grant funds from outside the institution. I realize now that although our institutional resources are limited, they have allowed us to work unhampered by rigid timelines and the need for immediate proof of success. We have had the luxury of making mistakes, experimenting, and identifying the activities most effective for us.

The preliminary steps occurred in the late 1960s and early 1970s, during the time when women who suggested that women should have equal pay for equal work or access to roles other than full-time homemakers were regarded as "shrill." Their "women's lib" ideas were "extreme." When they failed to laugh at sexist, racist, or ageist jokes it was said that they "had no sense of humor." Nevertheless, they formed groups like the Status of Women Committee and generated numerous proposals for women's studies classes, staff awareness training, and affirmative action.

Then came the mid-1970s, when college decision makers began to respond one step at a time. Funding was appropriated for the college's first

Women's Studies class in winter 1973–74. In spring 1975, a public relations assistant was assigned two-fifths time to coordinate training on women's changing educational needs for staff and to convene a community advisory committee to make recommendations concerning women's programs at the college.

Experimental Year

The enthusiastic participation of college personnel and community people in these activities provided the support needed by the dean of instruction to create a one-year experimental assignment to assess needs and make recommendations for the future. Since the work of the "Women's Program specialist" would have college-wide implications as well as positive public relations in the community, the salary was composed of monies from the four major divisions of the college as well as from the community relations office.

The Women's Program specialist began to acquire perspectives from the widest possible range of affected individuals. She taught Women's Studies classes, worked with the Human Awareness Council (a campus organization dedicated to increasing awareness of stereotyping by college staff), provided staff support for the Women's Program advisory committee, worked with local women's groups, visited community colleges, and attended sex equality and women's program conferences. She opened the Women's Awareness Center, staffed by students receiving work study grants through the financial aid office, as a resource and referral center.

This needs assessment process was coordinated with staff development efforts, creating a general awareness on campus through publicity, speakers, and events sponsored by the Women's Awareness Center and the Human Awareness Council. The conclusions at the year's end about what needed to be done were overwhelming. They were based on the obvious fact that women, like men, are diverse. It would take more than one approach to meet women's needs.

One concern was to assure that the existing offerings included the contributions and perspectives of women as well as men, encouraged both women and men to participate, and were free from the effects of sex-biased language, materials, or treatment.

A second need was for new programs or services to assist individuals to recognize and overcome the effects of sex-role stereotyping, such as lack of self-confidence and restricted ideas of "appropriate" behavior and career choice. Examples of such offerings included reentry workshops for women taking their first step beyond the full-time homemaker-mother role, family life classes that explored ways to structure marriage and parenting for partners wishing to share equally in breadwinning and home responsibilities, field experience and job placement assistance for women and men in nontraditional fields, training in assertiveness and other communication skills, and vigorous community outreach to inform persons in transition about expanding career opportunities and assistance available at the college.

A third need was personal support and encouragement for individuals

in transition. This would include referral to appropriate classes and services on campus and in the community, support groups, assistance in articulating needs, and learning to deal effectively with people less than supportive of one's education and career goals.

Added to this overwhelming agenda was the glaring problem of gathering the resources. There was no outside funding on the horizon. There was no possibility of securing sufficient institutional monies to staff a special department that would provide the needed offerings. Allocation of institutional funds for one full-time position would be a major accomplishment. How could the one position best be utilized?

It was decided that the Women's Program coordinator would focus on staff and program development with the objective of having each operational area shoulder its own share of the responsibility to adapt or develop the recommended programs and activities. The Women's Program would be the classes, services, policies, and practices that would evolve throughout the college; first, to help eliminate any practices of sex-role stereotyping on campus and second, to overcome its effects by helping individuals build self-confidence and explore their full potential and options. The coordination would involve facilitating the process necessary to focus attention on these goals and to motivate and assist implementation of the activities.

Formal Program Adopted

In the fall of 1976, a full-time Women's Program coordinator was hired. It was another experimental year. We had identified the new job to be done and set up a process that we hoped would facilitate the work, but we still were not sure how to *do* it.

Nevertheless, the next two years (1976–77 and 1977–78) saw the development of a number of women's program elements. Activity in curriculum development included, in social science, the first evening downtown section of Women's Studies and a workshop on Feminism and the Minority Woman; in counseling; a commitment of at least two reentry workshops per term, the first evening reentry workshop, and the first section of assertiveness focused toward reentry students; in language arts, a workshop on Women in Literature and two new courses—Images of Women in Literature and Women Writers; in special training, a new course—Industrial Orientation, in cooperation with mechanics, electronics, counseling, and the Women's Program; in math; a half-time assignment to increase women's enrollment in math classes and a new course—Women Freshen up Your Math Skills; in business; the formation of a task force to increase the participation of women in management programs and Coping with Power Systems, a Saturday workshop for women in management, cosponsored by the Women's Program.

Noninstructional developments included, in institutional research and planning, assignment of the college's program evaluator to coordinate a Title IX institutional self-evaluation and the construction of restrooms for women in seven vocational areas; in the Human Awareness Council, three two-and-a-half day Project Awareness workshops that involved 75 LCC staff members; in the college development fund, the establishment of a scholarship fund as

needed for reentry workshop students; and in the Associated Students of LCC (ASLCC), funding of students from the Women's Awareness Center and student government to attend Project Awareness workshops.

How did the Women's Program coordinator work with departments to encourage this development? A pattern had emerged. The coordinator had been able to:

1. encourage identification of the service, class, activity, or change needed through Title IX self-evaluation, community advisory committee recommendation, the Human Awareness Council, student request, or staff within the department itself;
2. contact persons who had expertise or interest and could provide advice on how to accomplish the maximum results within that department;
3. work with people from within the department to plan projects providing referral to resource people and materials, training, information about other schools, and ideas;
4. encourage the operational area to assume responsibility by assigning appropriate personnel and budget;
5. monitor projects to insure that they met Women's Program criteria;
6. provide ongoing support for projects, including encouragement and consultation with the personnel implementing the program, advocacy for funding and expansion, and supplementary recruitment and publicity.

Other significant occurrences between 1976 and 1978 included securing vocational education funds to hire an associate Women's Program coordinator to focus on "nontraditional" vocational training. At the core of this assignment was the development of Industrial Orientation, a ten-credit class offered through the special training department to provide hands-on experience in nine industrial vocational areas.

Second was clarification of the Women's Awareness Center's role on campus. The center had been initiated as a resource center for people interested in eliminating sex-role stereotyping and implementing women's programs. It soon became clear that many of the people who came to the center, expressly because of its designation as a *women's* center, were interested in entering school and personal survival rather than in problems and solutions relevant to general social change. We decided that the Women's Program office would remain a resource center; however, in line with the philosophy encouraging existing departments to assume responsibility for activities appropriate to their charge, we explored ways to share the responsibility for helping these individuals with the counseling department.

Present Status

Where are we now and where are we going? The Women's Program has stimulated change on campus; we can actually advertise the Women's Program in the community as a growing campus-wide network of offerings and people to support women and men exploring options and preparing for new roles and responsibilities.

Lest we fall into complacency, however, it seems important in this third year to reassess the program's progress toward long-range goals and the ability of the program elements to stand without the assistance of a central coordinator.

It is essential for the Women's Program coordinator to envolve the college staff, students, the board of education, and community members in this discussion during the next year to reclarify our direction, highlight the work that remains to be done, and maintain the momentum that has brought us this far. This process should yield definite objectives and timeliness to help persons of all levels of authority effect further progress.

Advantages and Disadantages

What are some of the major advantages of this comprehensive and decentralized approach? The expenses of initiating the program are minimal yet make a graphic statement of the college's commitment to change. The realignment of institutional funds to accommodate the increasing proportion of women is accomplished with minimal threat; departments shift existing budgets rather than have funds transferred to a new or competing department. Expensive duplication among departments is avoided. Every area of the college is affected as staff members collaborate to design, implement, and sustain activities. The responsibility for equality does not become isolated within a single department but rather becomes woven throughout the fabric of the institution. The possibility that the entire program can be eliminated during budget cuts by dissolution of a department is minimized. The college can tap a larger pool of potential students than if it only initiated outside funded projects for limited target groups.

What are some of the disadvantages of such an approach? It takes longer to educate and motivate existing staff to initiate needed classes and services than to set them up through an independent department. There are serious and as yet unresolved issues of quality control because the responsibility for hiring and supervision of network staff is dispersed throughout the institution. The lack of formal authority makes the coordinator dependent on informal power and influence. The next major focus on our campus is to establish formal institutional processes so that progress toward long-range goals will continue independent of any one person or group.

Do's and Don't's

The following guidelines, based on our experience at LCC, may help other institutions set up similar programs.

About Administration. *Do* know your institution's goals, style of operation, philosophy, and current needs. Be aware that people may have different objectives for supporting the program (equality, more students, new challenge in the classroom, public acclaim) so you know what they need to stay involved. *Do* remember that in some cases the first step is to create a positive climate for change. This is sometimes accomplished most effectively through informal

channels. Keep in mind, however, that the program is potentially overdependent on individual enthusiasm and commitment unless it becomes somewhat formally entrenched. *Do* build bases of support among campus and community groups and individuals from the very beginning. Keep them informed and let them know when and how they can be helpful to the program. *Do* remember that as offerings are developed, the community at large, women, employers, school counselors, and agencies will need education about the existence and purpose of the new offerings. *Do* expect some people who know nothing about the program on your campus to assume it represents everything they most fear about the women's movement; just as you will work to overcome myths about women and men, so you will challenge myths about program activities. *Do* model affirmative action hiring practices; equal opportunity is what your program is all about. *Do* work to make the program meet the needs of many women from your community, not just one particular age, race, political, or economic group.

Do not initiate this approach if you cannot identify strong support from line administration, preferably from the president. *Do not* get sidetracked. It is sometimes tempting to take responsibility for a particular part of the network, such as teaching or conducting an institutional self-evaluation for Title IX.

About Students. *Do* remember that women as a group are not "disadvantaged." They are strong, resourceful, and resiliant. Many are currently at a loss for vocational skills because our society inadvertently prepared them for only part of the responsibilities that they must assume today. *Do* encourage reentry students to structure a beginning schedule that will be relaxing, exciting, and, most important, successful. *Do* focus on getting women to feel self-confident before encouraging them to try new situations like heavy class loads or nontraditional vocational training. *Do* build on people's strengths and discourage passively playing the victim. *Do* foster a true appreciation for diversity and uniqueness among individuals and in fact provide a range of role models and styles among women's program staff.

Do not let homemakers and mothers believe they "wasted" all those years at home. Teach them to realistically assess their past experience.

About the Coordinator's Welfare. *Do* be positive. People like to be associated with successful enterprises. Reinforce positive behavior, publicize accomplishments, share credit lavishly. *Do* have your objectives and long-range goals clearly in mind. Take time to plan and set priorities accordingly. There will be extensive demands for your time and attention. You must know what *you* want to happen. *Do* seek opportunities to communicate with people from other women's programs. Share your ideas freely. Too much needs to be done for any of us to waste energy, effort, and knowledge. The Center for Women's Opportunities of AACJC and the American Association of Women in Community and Junior Colleges are excellent resources. *Do* welcome the advice and assistance of supportive men. *Do* have both idealists and pragmatists involved in policy and decision making. Make sure that you have competent, experienced people who know how to effect change within an institution. *Do* be patient; remember that substantial change of any kind takes a long time.

Anne Stewart, Women's Program coordinator at Lane Community College, Eugene, Oregon is currently serving as coordinator of the Oregon chapter of AAWCJC and as Northwest Regional Representative to the National Task Force on Community Colleges of the National Women's Studies Association.

An innovative delivery system and program structure that has had significant impact in the area of women's programming.

Dynamics of Community College Women's Programming

Maxwell C. King
Muriel Kay Elledge-Heimer

Brevard Community College in 1974 implemented an exemplary model in the area of women's programming, WENDI (Women's Education Development Incentive). WENDI has been in operation for five years with funding support from the Comprehensive Employment and Training Act (CETA) Title I and Title III, as well as financial support from Brevard Community College through continuing education resources.

Brief History

The Council for Continuing Education for Women (CCEW) was organized in 1969 after recognition by the college of a community need. This advisory council was composed of volunteers vitally interested in helping women to continue their education. A number of special interest seminars were held, and an office at Brevard Community College was staffed by volunteers on a part-time basis as an information and referral center.

However, in 1974 Brevard Community College had a grant (WENDI) funded through the Comprehensive Employment and Training Act, 1973, Title I, as a supplement to a regular Continuing Education for Women program courses and seminars. The primary objective of the original WENDI

was to serve as a transition course for women who had been out of the mainstream of life, so that they could identify and clarify goals for further training or for entering the work force. All federal grant monies were assigned to women's activities and continuing education for women at the college.

Previous to any news release, the first WENDI class was filled immediately in this community of 250,000 population. On the first day of newspaper advertisement there were over 100 phone calls from interested women asking to be on the waiting list. The program grew rapidly from one teacher- counselor and secretary to a full-time director, program coordinator, two women's vocational counselors, a staff assistance for minority outreach, and a student assistant. Approximately eighteen part-time teachers are employed for the numerous courses currently being offered.

General Description of Program

The primary objective of the core course entitled Vocational Readiness-Job Preparation is to provide an intensive six-week, ninety-hour course to serve as a transition program for women to identify and clarify their goals for education preparatory to entering the work force. The WENDI course is constructed around group counseling and sharing, with a role model facilitator to build or rebuild self-confidence and self-concept, to develop self- awareness and identity, to direct participants toward new skills goals, and to provide the skills for each participant to map a course of action for the future. Guest speakers on subjects such as communication, nutrition, legal matters, and physical fitness are scheduled in the classes. WENDI also provides an exchange of information between young and mature women concerning long-range life planning, economic and legal aspects for entering the labor force, and vital career counseling for upward mobility for under-employed women. Emphasis is also placed on employability skills, resumé writing, interviewing techniques, job development, and job placement.

Currently new curriculum materials are being utilized to assist reentry women in eliminating the limitations of sexual stereotyping as it relates to education and career choices. The gradual introduction of curriculum and specific seminars relating to the problem of sexual stereotyping is seen as vital to the success of enrolling women in nontraditional training and of vocational counseling for women in nontraditional occupations.

Positive reinforcement learning strategies in the WENDI curriculum make use of lifelines, role stripping, value ranking, stem completions, evaluations of success, strength assessment, decision making, Strong Vocational Interest Blank and other aptitude tests, oral communication skills that include an introduction to assertive training, career information that includes occupation counseling and resume writing, and simulated job interviews.

Most women in the program have low self-concepts, loss of identity, and no realistic career goals. Few have marketable skills, and 90 percent have either never been in the labor market or have been out of the labor pool for five, ten, fifteen, or twenty years. Financial stipends are available for women who qualify under CETA regulations as disadvantaged.

Over three fifths of the WENDI graduates enter Brevard Community College for further education or skill training, another one fifth enter directly into the labor force, while the others remain in the home environment. Three-month, six-month, and one-year follow-ups illustrate that the women who complete the program have a more positive view of themselves and a more concrete, realistic grasp of their identity and goals in life. Pretest and posttest instruments indicate a positive increase in self-confidence, self-identity, and goal setting. Assessment instruments utilized have been the Tennessee Self-Concept Scale and the Adult Nowicki-Strickland Internal-External Scale.

Reinforcement as a teaching strategy is crucial in WENDI classes in enhancing self-concept to a positive degree and in encouraging action on the part of the participant to accomplish and set individual goals. Also, reinforcement is imperative to reinforce decision making by the WENDI participants.

Research studies by Eliason (1977) and Elledge (1978) indicated that the enhancement of self-esteem is a primary need of the mature reentry woman. Realistic vocational counseling, childcare, and financial aid follow closely as vital elements. However, in order for the reentry woman to increase her motivation and success in school or on the job, a good image of self is essential.

Population Served. The participants served range in age from sixteen to seventy, with the largest percentage in the thirty-five to fifty-five age group, and are representative of all socioeconomic backgrounds. Educational backgrounds range from third grade through college graduates. Approximately one third of the participants are single, one third in some change of sociological status, and one third married.

Program Impact Statistics:

Vocational Readiness Graduates	2,006
Graduates of Related Classes	1,410
Telephone Contacts	21,090
Counseling Contacts	7,040
Mail Contacts	35,000
Seminar Contacts	2,226
Vocational-Technical Trainees in Nontraditional Fields	109
Contacts with Local Employers	865
Combined Community Contact	7,103
Percentage of Graduates Entering Training	57
Percentage of Graduates Obtaining Employment	58

Vocational, Industrial, and Technical Training in Nontraditional Fields

All women who enter the Vocational Readiness-Job Preparation basic course are introduced to the options of non-traditional training and nontraditional career courses. Nontraditional education is available at Brevard Community College and includes programs in vocational, technical, industrial, as well as in academic subjects.

The staff of the Office of Continuing Education for Women have

observed that the major conflict in women considering nontraditional careers is an internal gender role stereotyping. Most women, even when acquainted with nontraditional as well as traditional options, choose a traditional field (Eliason, 1977). However, more and more women are entering nontraditional educational training, especially as men and women come to terms with the limitations of sexual stereotyping as it relates to educational occupational choice.

The WENDI staff at Brevard Community College cooperate closely with assisting agencies in the Brevard community, such as Brevard Achievement Center, Florida State Employment Service, Brevard County Vocational Rehabilitation, Brevard County Mental Health, local business and industry including the John F. Kennedy Space Center, Brevard County Adult Education, and many other social agencies. A close linkage is also maintained with the Improving Services to Women Advisory Committee, Department of Labor, Region IV, Atlanta, Georgia.

Courses taught by the WENDI staff are varied. The CETA-funded classes (Comprehensive Vocational Training for Women) are Vocational Readiness-Job Preparation and Vocational Planning for Minority Women. And the continuing education for women classes include Assertive Communication I and II, Assertive Management I and II, Career Exploration and Development, Human Potential seminars, Challenge of Single Living, Leadership Skills Training, Sexuality and Community, WENDI/Retirement Age Women, Women and the Law, and Women as Winners.

Several features of WENDI make the program unique and exemplary.

1. The delivery system of a group (eighteen to twenty-two individuals) utilizing highly structured peer group counseling with a role model facilitator enables the program to reach from 100 to 150 women with the ninety-hour course each quarter. One-to-one counseling is used as needed.
2. The programming thrust is on target economically, educationally, and sociologically for today's reentry women.
3. All courses are taught not only on the three college campuses but on-site, were community needs exist.
4. Women of all economic, ethnic, educational, and age categories are being served.
5. The outreach to the minority women in this area has been outstanding based on national Department of Labor statistics for minority outreach in community services.
6. The entire WENDI program has been integrated into all other student and instructional divisions of the college (vocational, technical, and developmental).
7. The WENDI program addressed itself from the beginning to providing a counselor trained for the specialized counseling needs of women.
8. The WENDI office is staffed by individuals who relate well to other people, both men and women, and who really care about helping others.
9. There has been a concerted thrust into counseling and training in nontraditional occupations.

10. On-site seminars and counseling groups have been conducted in industry to help upgrade women workers and to facilitate placement.

Learning Theory Studies of Self-Concept

In relating the experiences of WENDI personnel with the adult reentry woman to the current literature in the field, Bloom (1977) explored the positive relationship of a healthy self-concept to mental health and school motivation and achievement. In following up the WENDI graduates as they continue at Brevard Community College, their motivation has so impressed some Brevard Community College instructors that the Office of Continuing Education receives constant inquiries as to what is being done to these women to so motivate them. James McNamara (1978) of the Business Divison, Brevard Community College, indicated that the performance of WENDI graduates in his program was exemplary. Everett Whitehead (1978), counselor for vocational-technical programs at Brevard Community College, stated that WENDI graduates evidenced a clear sense of direction and possessed career and educational goals in contrast to the adult reentry woman he usually encountered in counseling.

Eliason (1977), in her Carnegie Corporation study of ten two-year college, found after intensive interviews (400 oral interviews, and 1,166 written interviews) with enrolled female students that realistic vocational and personal counseling was not of the quality needed for the adult reentry woman. Eliason emphasized that a most valuable outgrowth of the Carnegie Corporation study would be the development of a working model for counselor training that would result in effective sensitivity and responsiveness to the needs of woman in two-year colleges. However, Eliason (1977, p. 8) concluded her specific report on counseling of the WENDI program at Brevard Community College by saying:

> The programs described at North Shore and Brevard Community Colleges are not unique. But both have proven to be innovative and responsive to the needs of the community and could serve as models for other schools wishing to initiate similar programs.

Eliason indicated five primary components that are necessary in a working model for career counseling:

1. guidelines for developing a positive self-image, self-awareness, and self-confidence;
2. tools for defining and identifying skills and credentials, then correlating them to marketplace needs (this area would include a thorough briefing in population and economic trends, marketplace supply and demand forecasts, and a realistic appraisal of the prospects, rewards, and disadvantages of various occupations);
3. tests of aptitudes, interests, learning styles, and physical skills;
4. evaluation of the time, skills and resources rquired for achieving chosen career goals; successful short- and long-term career planning strategies;

5. identification of the needs that must be met to achieve career goals, such as financial aid, childcare, or tutoring; lists of resources and agencies should be provided.

Note that Eliason placed as number one the guidelines for developing positive self-image, self-awareness, and self-confidence. This directly ties in with the conclusion of the WENDI program personnel that the community college should make the commitment to the use of counseling, individualized and peer, as a tool to enhance the self-concept of the adult reentry woman.

Nieboer (1975) indicated that peer support and role models are vital in the development of self-concept. The consensus of women's program personnel interviewed in a 1978 study by Elledge indicated that role models as well as peer group counseling should be counseling concerns in enhancing the self-concept of the adult reentry woman. All women's programs studied indicated that they utilized both types of counseling support (Elledge, 1978). The WENDI program has consistently selected the peer group facilitator for the six-week class sessions from women who can act as a role model as well as interact with the group as a sharing peer (VanderLugt, 1977).

Karelius-Schumacher (1977) emphasized certain key ingredients for a counseling program for the mature woman student. She indicated that personal growth is facilitated through both self-awareness and interaction with others. Karelius-Schumacher (1977, p. 31) stated:

> The mature woman returning to college faces particular problems and challenges which differ from the traditional college-age student. She needs special assistance in strengthening her identity and self-concept, well as in clarifying her values and goals in this time of transition. I am convinced that the first step that any counselor working with mature women should take is to design supportive guidance groups that encourage self-assessment and values clarification.

Specific Recommendations

Certain factors contributed to Brevard Community College's success in the implementation of WENDI.

The focus of the WENDI program was clearly tied to the primary education objective of Brevard Community College, namely, community outreach. The top administration officials of Brevard Community College, such as the president, as well as the college board of trustees were deeply committed to solving the special problems of the reentry women. The president's support greatly enchanced the prestige and operational capability of the Office of Continuing Education for Women. Continually updated need assessment was available to document the needs of the population to be served. The new women's program was placed in the framework of an already existing structure within the institution. Care should be taken that the new program is not a mere temporary appendage of the institution or a special female "ghetto."

In addition, the new program built a strong basis of cooperation and cross-referral in the community and in the college itself. Financial support for

the program was shared among multiple sources of support. A strong community advisory council for the women's program composed of business, community service agency, political and college personnel was a major strength. The staffing of the women's program, particularly the leadership position, was by persons with strong academic and established credentials in the college setting. Adequate women's program staff were available, full-time and part-time. One staff person cannot be counselor, teacher, fund raiser, administrator, and produce an adequate program (Whatley, 1975; Elledge, 1978).

The strong community college tradition of catering to the continuing education needs of the mature adult attracted large numbers of reentry women; and, therefore, it was in the natural course of events that special programs for reentry women and reentry adults in general found such strength in the two-year college systems.

WENDI has received exemplary program awards from the American Association of Community and Junior Colleges, Washington, D.C. and from the Association of Community College Trustees in Washington, D.C. The American Institute of Research recently selected WENDI as one of fourteen exemplary women's program sites for a national study (1978-79). Vocational aspects of the women's program at Brevard Community College were recognized as outstanding by *Redbook* magazine in October, 1977.

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Maxwell C. King is president of Brevard Community College in Cocoa, Florida and serves on the executive board of the American Association of Community and Junior Colleges.

Muriel Kay Elledge-Heimer is dean of special programs at Brevard Community College.

A summary of what community colleges can do for special populations.

Directions for the Future

Patricia Ann Walsh

Community college educators are becoming increasingly aware that there is a general deficiency in the responsiveness of their institutions to the needs of older adults, handicapped adults, and women. Evidence of this growing awareness can be found in the innovative responses described by the various contributors to this issue. Because of space limitations only a select number of exemplary programs are presented here.

One needs only to look at the census data to realize that in the future more community college students will be drawn from special population groups. Even a cursory look at the statistics in aging indicates the tremendous growth that can be anticipated in the older adult group during the next several decades. Older adults are the fastest growing minority in American society (Weber, 1978). By the year 2000, one out of every eight people in the national will be sixty-five years of age or older, about 12 percent of the population (compared with today's 10.7 percent). Half the population will be fifty years of age (Skalka, 1978). By the turn of the century, the U.S. will have more people over age fifty than students in public schools and twice as many people over sixty-five as teenagers in high school. When the first baby boom Americans begin turning sixty-five in 2010, the median age will be over thirty-six years of age, compared to today's twenty-nine years of age (Shalka, 1978).

These statistics are critical for educators and in particular for community college educators, as they develop and evaluate plans designed to meet the immediate and future educational needs of their constituents. As Skalka (1978) points out, by the turn of the century older adults will be back in school learning new skills. The basic question is: will the community colleges be ready to meet the educational challenge of these older adults? In view of the

recent and continuing taxpayers' revolts, perhaps a more basic question should be raised: will there be community colleges by the turn of the century? Since the older adults of the future will come with a background of activism, it is fair to assume that they will probably be less willing to sit back and take a passive role. It is more likely that, as a group, they will be seeking new uses for their time to make their lives and the lives of others more meaningful; and be more politically active and more involved in community affairs. All these factors have implications both for government and for education.

The National Center for Education Statistics (1978) indicated that women are the only population group in higher education that has shown measurable growth over the past five years. Based on NCES data on 1978 Fall enrollment in higher education, women enrollees in two-year institutions showed a total increase of 3.5 percent with the greatest percentage increase being among part-time enrollees (greater than 7.4 percent). This compares to the total decrease of 3.5 percent for men, with the greatest percentage decrease being among full-time enrollees (less than 7.4 percent). It is important, especially for educational planners, to note that the greatest percentage increase among women enrollees is in the part-time category, while the greatest percentage decrease among men enrollees is in the full-time category. Both these facts have implications for the scheduling of classes, as well as for the nature of the classes to be offered.

Unfortunately, data are not readily available on the number of handicapped adults in the general population or currently enrolled in community colleges. Several factors contribute to this situation: faulty survey questions, the fact that many handicapped persons do not so identify themselves, and the wide range of disabilities labeled as handicapped. We do know, however, that there has been an increased awareness of handicapped persons, their concerns and needs, as they relate to social services generally, and to education in particular. This has resulted in a more intensive review by educational institutions of what is being done and what needs to be done to meet the needs of handicapped adults within the existing student population or within the larger community served by the institution. As community colleges becomes more responsive to the needs of the handicapped adult, they are "discovering" many more such individuals to serve. For far too many years, there has been a tendency to "hide" the handicapped from the rest of society. It is time that handicapped individuals become an integral part of society. They, like the rest of us, have much to contribute to the growth and development of our nation.

If educational equality for older adults, handicapped adults, and women is to be achieved, existing programs and funding resources will have to be reviewed, reevaluated, and reprioritized in the light of new concerns and needs. This process will be time-consuming and undoubtedly somewhat painful, as the old makes way for the new. Another factor confounding the whole process will be the increasing tendency among taxpayers to reduce financial support to educational institutions at a time of rising operating costs.

These circumstances will require courageous leadership on the part of community college personnel, especially among top management; institutional commitment, including human and fiscal resources; and innovation on

the part of program planners. For both financial and philosophical reasons, community colleges will need to serve these "new" groups. An alliance between these special populations and community colleges seems both natural and mutually beneficial. Community colleges need to reach out to greater numbers of older adults, handicapped adults, and women by offering a wider spectrum of relevant programs and activities.

Of all existing educational institutions, community colleges are the most appropriate environments for the development of innovative programs. Community colleges have shown flexibility in program content, teaching methodology, use of off-campus (in-the-community) sites, and specific outreach and recruitment efforts. There is an ever-increasing need for specialized programs and activities; the only change is in the *focus*. Community colleges, in particular, have the opportunity and obligation to reach out to these special populations, with them to develop programs designed to meet their particular needs, and provide them with viable options for fully utilizing their unique abilities and skills.

As is evident from the preceding articles, a number of community colleges across the nation are making a serious, concerted effort to be responsive to the needs of older adults, handicapped adults, and women. Still, much remains to be done. Educational equality for these special populations will require community colleges to reexamine their priorities in the light of changing or expanding goals in a time of more restricted financial support. Additionally, they must be prepared to examine the attitudes and practices of their faculty, counselors, and administrators to these special populations. It is hoped that this issue will encourage community colleges to pursue effective educational programs for special populations, and that it will provide assistance for those who undertake such tasks.

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Patricia Ann Walsh is the immediate past president of the National Council for Resource Development, an affiliate council of the American Association of Community and Junior Colleges, and was the district resource development officer for the Foothill-DeAnza Community College District, Los Altos Hills, California.

The ERIC Clearinghouse for Junior Colleges can help readers sample model programs for women, older adults, and the disabled.

Sources and Information: Special Programs for Special Populations

Roseann Marie Cacciola

This concluding chapter highlights the Educational Resources Information Center's (ERIC's) additional reports and references pertinent to this volume's theme: the trends, legislative mandates, programs, and specific institutional challenges community colleges face as they either initiate or expand services to older adults, the disabled, and women. In a time of retrenchment and financial cutbacks, response to the educational needs of these special students is in jeopardy. The literature at ERIC indicates that many model programs are in existence throughout the country; however, many more will be needed to keep pace with society's demands for the "people's college."

Older Adults

Special programs for older adults are available in community colleges in every state. Sample programs, shared data, and issue discussions are among the topics covered in the following literature.

Dib (1978) describes nineteen special programs available to older adults in southern California community colleges. He also discusses the effects of Proposition 13 on such programs and the problems facing institutions in finding money to continue them. His research indicates that most programs are academic in nature and intend to facilitate reentry into higer education. A review of the abundant literature on the education of the aging is provided

along with brief reports of specific community college programs for educating the aged. A bibliography is included.

A model for developing college programs for senior citizens at DuPage College, Illinois is presented by LaVigne (1978). It is based on the direct input of senior citizens, public officials, and college faculty, using the Delphi procedure. The model consists of four phases: planning with senior citizens themselves; organizing legislative support of noncredit courses; implementing a delivery system; and monitoring and evaluating programs. Specific recommendations are provided. The appendices contain Delphi procedure questionnaires and a bibliography.

A survey of twenty-nine Michigan community colleges was conducted by Demko (1978), who indicates that course diversity is a necessity in educating older adults and that requests for leisure time and personal enrichment services are strongest. Program objectives and offerings, cooperative relations with other agencies in the field of aging, and future directions are presented. Courses and selected projects in aging programs are described in the appendices.

Community colleges have not ventured far into offering courses or programs in gerontology. This is an area traditionally serviced by graduate training, and needs assessment studies by community colleges have indicated a lack of support for such programs from institutions that work directly with the elderly. Ther are some model courses available, however, in community colleges, such as the Activity Coordinator Curriculum course Parham (1978) describes for the North Carolina homes for the aged and infirm.

The American Association of Community and Junior Colleges *(Older Americans, 1974)* provides an earlier review of data from 1,137 two-year institutions showing the kinds of services, a directory of programs, information on tuition and the elderly, and a general survey of what was available up to 1974. Greenleaf (1976) evaluates Shasta College's progress in providing services to older adults in this California district. Both credit and noncredit courses are described; marketing strategies to reach older adults and papers relevant to an Introduction to Gerontology course are among a variety of subjects discussed.

Other surveys include a list of federal, state, and other agencies community colleges can draw on for assistance in developing programs for older students (Glickman and others, 1975), and one study indicates at least five senior education roles already provided by community colleges: training for childcare, peer counseling, health care, education providers, and community service (DeCrow, 1978).

Galvin and others (1975) provide a needs assessment survey of aging and retired persons in southern California in the vocational education area; and three pilot community college programs offering vocational opportunities for those sixty-five years and over described in *I Have Returned to Life* (1977).

After an extensive literature review and a study of sixteen community college programs for senior citizens in fourteen states, Stoehr and Covelli (1977) present a model for a senior citizen bureau for vocational, technical, and adult education programs. A philosophical as well as practical assessment of the impact of older students, the "new majority" participating in higher edu-

cation, is given by Siegel (1978). She directs her remarks to the problems of institutional adjustment to an older student body, including faculty response, budgets, resources, and the attitudes of boards and legislative bodies.

Disabled Students

Disabled students represent all age groups, and community colleges need to provide free access to their educational goals and to continue to respond to Section 504 of the 1973 Rehabilitation Act.

Innovative and special programs for disabled students have come into being within the past several years, largely because of federal legislation (Section 504 of the 1973 Rehabilitation Act) and careful institutional planning of the available resources. Architectural demands require a large financial outlay; hence many community colleges facing enrollment declines and cutbacks see this as a major barrier to the development of total service programs to severely handicapped students. Furthermore, faculty need training to deal with the complex problems that the physically disabled or limited student presents in the traditional classroom.

A recent naltional survey of policies, services, and programs available to the disabled in 500 two- and four-year colleges is offered in the document, *Getting Through College with a Disability* (1977).

The District and state reports submitted to ERIC about special programs for disabled students include Tuscher and others (1977), which outlines programs and services for students with communication learning and physical disabilities, needs assessment documents, program development plans, offerings in 1977-78, evaluation, use of resources, and in-service training for special education staff toward attitude adjustment. Reentry for women is included in the report. Schmoeller and Kester (1977) present a three-level model management and evaluation system for the Los Angeles Community College District program for the handicapped that addresses itself to local, district, and state needs. Educational philosophy, physical needs, facilities, goals, special teaching materials, mobility, transportation, budgets, costs, objectives, and evaluation procedures are included. Katz and Flugman (1977b) present the New York Institute for Research and Development in Occupational Education's 1973-77 series of conferences and workshops, reporting collaborative results between the institute and community college teams in response to the educational and occupational needs of disabled students. A variety of conference activities focused on selfawareness, consumer advocacy, support services, sensitizing faculty and staff, and problem solving using the critical incidents methods. The role of the New York Office of Vocational Rehabilitation in postsecondary education for the visually handicapped is discussed.

Maryland's *Statewide Plan for the Delivery of Programs and Services to Handicapped Students* (1979) in community colleges outlines strategies for proving access to community college education for the disabled. Their current programs, architectural plans, attitudes, policies, and long-range plans are highlighted against the premise that handicapped enrollments will increase. Fund-

ing sources, enrollment, resource centers, auxiliary aides, facilities modification, and specific disabilities in the state are outlined.

A demographic and needs information study conducted in California Community Colleges (Spencer and others, 1977) with the aid of 4,600 disabled students elicited data such as 66 percent were over age twenty-six, more males than females were disabled, a large number of twenty-seven years or older had dependents yet only 23.9 percent were able to support their families financially through work. A variety of financial resources for disabled students and the reasons for termination or interruption of studies are also provided. Another statewide study conducted in Arizona provides data on services available to hearing-impaired students in the state's fifteen community colleges (McElroy, 1979). Recommendations based on the study are included, and the appendices contain a list of consultants at the colleges surveyed, the instruments used, tabulated results, and a bibliography.

Two handbooks submitted to ERIC provide those who counsel disabled students with the special kind of information they need to recruit, prepare, and service the handicapped, including veterans. Roles of the financial aid office, health and placement offices, library, physical education departments, and student government organizations are shared (*Guidance Services for the Physically Disabled Two-Year College Student,* 1978; *A Resource Handbook for Counseling the Physically Handicapped Student,* 1973).

Rada (1975) supplies a core guidance curriculum for handicapped students at East Los Angeles College on the basis of a survey of the literature on handicapped needs and existing programs at forty-seven California community colleges. Four minicourses centered around interpersonal relations, career guidance, introduction to college, and study skills are provided.

A document from New York (Katz and Flugman, 1977a) reports the results of a joint project between community colleges and industry to create awareness and responsiveness on the part of labor, business, government, and college groups to aid the disabled student's work capabilities, aspirations, and educational needs. Approaches to increasing employment opportunities are extensively presented. Flanagan and Schoepke (1978) share their Missouri model for a lifelong learning and career development program for severly handicapped students. They cite the Rehabilitation Act of 1973, the Educational Amendments of 1976 (Vocational Education), and the Lifelong Learning Act of 1976 as imperatives to develop such special and costly programs. The role of the community college to implement state goals is discussed and a bibliography is included.

Learning Resource personnel will find the *Needs Assessment Package for Learning Resource Services to Handicapped and Other Disadvantaged Students* (1978) helpful in assessing the materials and equipment needed to serve disabled students at two-year colleges. An organized guide to serve as a ready-reference tool for teachers with deaf students in the classroom is given by Goodman (1978). Specific technical assistance is offered, in addition to background information to help understand aurally impaired students' characteristics and special learning problems.

Both Smith (1977) and MacGugan (1978) analyze the impact of federal legislation prohibing educational discrimination against the handicapped by

institutions receiving HEW funds. Project Mainstream at Leeward Community College (Hawaii) is described by MacGugan as their means to meet both student and faculty needs in this special program area. This report points out that although faculty fear facing special education problems, they are willing to learn new teaching techniques. The major threat seen by faculty at Leeward is the paraprofessional aide in the classroom. Smith's document is an operational guideline manual to provide California community college administrators with a uniform approach to programs and services for the disabled.

Women

The colleges are scrambling to catch up with the increasing enrollments of nontraditional female students. The literature on special women's programs ranges from sweeping surveys to outlines of specific courses for reentry women at a community college. A somewhat different reentry model program is shared by Alexandra (1976) at San Jose City College. Theirs is a one year reentry program for poor, urban women that focuses on developing basic skills in general education areas, rather than on preparing women for a stereotypical occupation such as secretarial skill building. A confidence building clinic for self-esteem, independence, and career planning (Weiss, 1978) at Clackamas Community College in Oregon was motivated by the national statistics that 11 percent of the county's population were women heads of households with very low incomes. Success in getting women off the welfare roles is noted in this report. In order to discover the kinds of programs and services offered to women all over the country, a survey was conducted with deans of students at all public community colleges during the fall of 1974. Nichols and others (1975) describe the process of the survey and analyze the data. Over half of the responding institutions (577 responded) do offer special programs for women in two forms: specialized credit courses in academic areas and noncredit offerings. At that time only seventy-three institutions (12.7 percent) had women's resource centers operating. One fifth of the deans responding still perceived "little concern," and half of them indicated the need for a national clearinghouse to help them develop programs for women.

Magill and Cirksena (1978) report on interview data from women in five community colleges in the southern San Francisco Bay Area about their reasons for returning to education, what their characteristics are, and their needs and problems on reentry. Another data survey of 921 women over thirty years of age at Skyline College, California by Steele (1974), reveals useful demographic information on why women return to college, their expectations and fears, and the impact of their educational pursuits on their personal and family relationships. Career and self-enrichment goals are equally divided as reasons for returning. Bibliography and survey instruments are included.

Jefferson Community College in Kentucky (Smydra and Kochenour, 1978) also reports the results of a study of 70 percent of their adult students over the age of twenty-four. Reimal's 1976 survey of 374 women students who reentered formal education at thirteen community colleges in northern California concludes that persisters tend to be over forty, without children, no

prior college experience, have incomes under $15,000, and identify counseling and block courses as the most important student services available to them. Findings also indicate that women's reentry programs retain students better than other special target populations programs.

A model program for eleventh-grade women in after-school career path workshops is a cooperative effort between the community colleges and high schools in New York. Heller and others (1978) describe the eleven-session program, which allows participants to explore skills, values, fear of math, myths, nontraditional careers for women, requirements for specific occupations, how to enter college, and modules in math and science to prepare them for the Scholastic Aptitude Test experience.

An extensive statistical analysis is presented by Eliason (1977) on women in ten community colleges enrolled in vocational-occupational programs. The appendices include student survey questionnaires, interview outlines, comparison questionnaire responses of male and female students, a list of exemplary programs for women in two-year colleges, a list of funding sources, and a lengthy bibliography. *A Woman's Place is Everywhere* (1977) summarizes the proceedings for a conference held in Maryland on options for women in the community college. Texts of the keynote address (Eliason) and six workshop presentations are included.

Bakshis and Godshalk (1978) found that sex biases do exist for at least 50 percent of the women wishing to enter traditional male occupational programs at the College of DuPage, Illinois. Twelve occupational programs were evaluated, and half of their coordinators would bar women entrants, the study shows, because of the coordinator's assessments of women's physcial abilities. However, the greatest bias this study indicates is in the printed materials used both in marketing occupational programs and in the texts used in courses.

An overview of the current issues related to nontraditional students (women, aged, and minorities) is presented by Reitan and Sadowski (1977) in the papers of three community college conferences. Program planning and implementation by community educators to meet nontraditional student needs are emphasized throughout.

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These ERIC documents, unless otherwise indicated, are available on microfiche (MF) or in paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P. O. Box 190, Arlington, VA 22210. The MF price for documents under 480 pages is $0.83. Prices for HC are as follows: 1-25 pages, $1.82; 26-50, $3.32; 51-75, $4.82; 76-200, $6.32. For materials having more than 100 pages, add $1.50 for each 25-page increment (or fraction thereof). Postage must be added to all orders.

Abstracts of these and other documents in the junior college collection are available upon request from the ERIC Clearinghouse for Junior Colleges, Room 96, Powell Library, University of California, Los Angeles, CA 90024. Bracketed publication dates are approximate.

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Roseann Marie Cacciola is bibliographer at the ERIC Clearinghouse for Junior Colleges.

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